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ABSTRACT

This guide to basic technical procedures recommended in the operation of within-school media centers is intended for all Department of Defense Dependent Schools (DoDDS) media specialists, clerks, aides, and technicians. The first four sections refer to the general media program functions identified in the related manual, "A is for Apple: Educational Media Program Functions and Student Objectives": (1) acquisitions, including the DoDDS media center selection policy, collection assessment, challenged material policy, collection goals, material selection, gifts, audiovisual equipment life-expectancy, and ordering procedures; (2) organization, covering the Dewey Decimal System, card catalogs, cataloging and processing, the shelf list, circulation, filing, shelving, weeding, the vertical files, materials and equipment maintenance, inventory, the DoDDs media center annual report, and the regional directory of media center personnel; (3) instruction, including orientation, media skills development, scheduling, and inservice guidelines; and (4) coordination and administration providing information on media center objectives, staff functions and staffing, budget goals, planning, public relations, and facilities. Remaining sections include a glossary, a 4-page bibliography of selection and cataloging aids, and addresses of sources listed in the bibliography. (LMM)

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MEDIA CENTER: OPERATIONS HANDBOOK

Department of Defense Dependents Schools
2461 Eisenhower Avenue
Alexandria, Virginia 22331

DS Manual 2930.2
July 6, 1982

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INTRODUCTION

The contents of this handbook are a direct result of DS Manual 2930.1, *A is for Apple: Educational Media Program Functions and Student Objectives*. The first four sections in this handbook refer to the four general media program functions identified in the *Apple Manual*:

I. ACQUISITIONS

The media specialist should acquire a wide variety of print, non-print materials, and equipment to meet the needs of the user and the requirements of the instructional program.

II. ORGANIZATION

The media specialist should implement a system to encourage maximum use of media services and resources.

III. INSTRUCTION

The media specialist should guide and encourage the user in developing skills, initiative, and creativity in the use of resources.

IV. COORDINATION & ADMINISTRATION

The media specialist should coordinate the school media program.

This handbook is intended as a general guide to technical procedures recommended in the operation of the media center within the school. These recommended procedures are basic and are for the guidance of all DoDDS media specialists, clerks, aides, and technicians. Some procedures may have to be modified to fit the requirements of your own media center.

Please keep a copy of this handbook in your media center for periodic review and for reference when specific questions arise. The loose-leaf format will allow media center personnel to keep the handbook current by allowing for insertion of material as specific sections are revised and updated by the Office of Dependents Schools or provided by your DoDDS regional office for services unique to your region.

Beth Stephens

Beth Stephens
Director

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Fred Welch

A. DoDDS MEDIA CENTER SELECTION POLICY

The Department of Defense Dependents Schools (DoDDS) endorses THE SCHOOL LIBRARY BILL OF RIGHTS FOR SCHOOL MEDIA PROGRAMS.*

The American Association of School Librarians reaffirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.

To provide a written statement, approved by the local Boards of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified professional personnel to serve teachers and students.

* Adopted in 1969 by the American Association of School Librarians, a division of the American Library Association and an associated organization of the National Education Association.

B. ASSESSMENT OF THE COLLECTION

Use the inventory process to identify areas that need to be developed, replaced, duplicated, or withdrawn. The following critera may be applied to both the selection and weeding process:

1. Does the material meet specific needs of the curriculum?

2. In factual items, is the subject matter accurate, the copyright recent, and the author/publisher qualified?

3. Are historical or contemporary life situations interp eted from a true and unbiased viewpoint?

4. Is the style of the material (vocabulary, sentence structure, concepts, methods of development) appropriate for the subject matter and for the intended users?

5. Is the format of the material satisfactory?

   - o Print Media: binding, size, printing, appearance, etc.
   - o Non-Print Media: photography, graphics, sound, etc.

6. Has the material been included in any recognized list or review?

7. Is the cost justifiable?

C. CHALLENGED MATERIALS POLICY

Any individual who formally complains about the suitability of an item in the media center collection must complete and return to the media specialist a copy of the form, or a modification of the form, REQUEST FOR RECONSIDERATION OF MEDIA CENTER MATERIALS (see p. 5).

1. Immediately remove the challenged materials from the open collection until the complaint is resolved.

2. Duplicate 3 copies of the completed form. Send the original to the principal. Give Copy 1 to the complainant; give Copy 2 to the regional media coordinator; and file Copy 3 in the media center.

3. Principal sends letter, RECONSIDERATION OF MEDIA CENTER MATERIAL (see p. 6), to the complainant, stating that the Challenged Materials Review Committee will meet.

4. Principal establishes and meets with the committee. Membership should include: school administrator, school faculty member, school media specialist, and a parent or other community representative.

5. Committee examines material, checks professional reviews, weighs positive and negative features, forms an opinion, and prepares a report with a final recommendation.

6. Principal sends follow-up letter, CHALLENGED MATERIALS COMMITTEE DETERMINATION (see p. 6), to the complainant.

7. If the complainant does not agree with the determination, he or she may appear before the committee to appeal its decision.

REQUEST FOR RECONSIDERATION OF MEDIA CENTER MATERIALS

TYPE OF MATERIAL (Book, Film, etc.) _____

AUTHOR, PUBLISHER, OR PRODUCER _____

TITLE OF ITEM _____

Request initiated by: _____

Duty Station _____
Mailing Address _____
Duty Phone _____
Home Phone _____

Complainant represents: _____ Self
_____ Organization: _____
_____ Other: _____

IF OBJECTION IS TO MATERIAL OTHER THAN A BOOK, PLEASE CHANGE THE WORDING OF ANY OF THE FOLLOWING QUESTIONS SO THAT IT APPLIES MORE EXACTLY.

1. To what do you object: (Please cite specific pages.) _____
_____
2. What do you believe is the theme of this item? _____
_____
3. What do you feel to be the result from using this item? _____
_____
4. For what age group would you recommend this item? _____
5. What do you find good, if anything, about this item? _____
_____
6. Did you read the entire contents? _____ If not, what parts did you read?
_____
7. Please recommend what this school should do regarding this item:
   _____ Do not assign or lend it to my child.
   _____ Withdraw it from all students as well as my child.
   _____ Return it to the staff selection official for re-evalutation.
8. In its place, what item of equal literary quality would you recommend that would convey as valuable a picture and perspective of the subject treated?
_____

_____ _____
Signature of Complainant Date

_____
(Date)

MEMORANDUM TO _____

SUBJECT: Reconsideration of School Media Center Material

Your request for reconsideration of _____ in the school media center has been received in my office and is now under review. The Challenged Materials Committee will meet on _____ to consider your request. You will be notified after the meeting regarding the Committee's decision.

Thank you for taking an interest in our media center and its program.

_____
Principal

_____
School

- -

_____
(Date)

MEMORANDUM TO _____

SUBJECT: Challenged Materials Committee Determination

The Challenged Materials Committee met on _____ and reviewed your request for reconsideration of _____.

The Committee recommended that _____

_____.

If you would like to discuss this decision at more length, please call my office and make an appointment to see me.

Thank you for your interest and concern.

_____
Principal

_____
School

- -

D. DoDDS MEDIA CENTER COLLECTION GOALS

It is recommended that a DoD dependent school, regardless of grade level, with 500 or fewer pupils and staff, have a total collection of 15,000 items. Larger schools should have 40 items per pupil. Final decisions about the mix of materials, including actual quantities in each category of materials, are made in the individual school. Generally, books represent from 40% to 60% of the total number of items in a collection. Print and non-print resources would include the following categories of items:

PRINT MATERIALS

BOOKS

PERIODICALS

NEWSPAPERS

PAMPHLETS

MICROFORMS (Film, Fiche)

NON-PRINT MATERIALS

VISUAL MATERIALS: STILL IMAGES
- Filmstrips - Sound & Silent
- Slides & Transparencies

VISUAL MATERIALS: MOVING IMAGES
- 16mm & Super 8mm Sound Films
- Super 8mm Silent Films
- Videotapes

AUDIO RECORDINGS
- Tapes - Reel & Cassette
- Discs
- Audio Cards

GRAPHICS
- Posters & Charts
- Art & Study Prints
- Maps & Globes

OTHER FORMATS
- Kits
- Models & Sculpture
- Realia & Specimens
- Games/Simulations

COMPUTER SOFTWARE

E. SELECTION OF MATERIALS

1. Who Selects the Materials?

Selection of print and non-print materials is coordinated by the media center staff and is based on recommendations from the user population: teachers, students, and interested members of the community. A balanced selection represents the consideration of a variety of viewpoints in all subject areas, and all sides of controversial issues, such as nuclear power, foreign policies, and political philosophies. In short, individual interests must be given equal consideration when selecting materials.

Obtain recommendations through communication and contact with your users:

- Suggestion boxes in the media center, student areas, and the teacher lounge
- Notices in the faculty bulletin and student newspaper
- Contacts with grade level and department chairpersons
- Attendance at faculty meetings

2. Selection Sources for Print & Non-Print Materials

BIBLIOGRAPHY

Refer to Section VI of this handbook, "Bibliography of Selection and Cataloging Aids for Media Centers," for titles of standard references, books, and periodicals which are helpful in selecting print and non-print media. (Included are publishers' addresses to contact for current descriptive price lists.)

NONSELECTIVE REFERENCES

Some references are nonselective and contain extensive bibliographies among all subject areas and grade levels. Examples are the annual R.R. Bowker references: *Books in Print, Children's Books in Print,* and *Paperbound Books for Young People.*

SELECTIVE REFERENCES

Essential selective references for checking the basic collection and selecting recommended titles are:

- *The Elementary School Library Collection* (8,000 titles & 2,000 AV items)
- *Books for Secondary School Libraries* (6,000 titles)
- *Core Media Collection for Elementary Schools* (3,000 AV items)

- *Core Media Collection for Secondary Schools* (3,000 AV items)
- H. W. Wilson Standard Catalog Series:
  - * *Children's Catalog* (5,500 titles)
  - * *Junior High School Library Catalog* (4,000 titles)
  - * *Senior High School Library Catalog* (5,300 titles)
- *Best Books for Children: Preschool Through the Middle Grades* (13,000 titles)
- Rufsvold, Margaret. *Guides to Educational Media*
- Sive, Mary. *Selecting Instructional Media*

REVIEWS IN PROFESSIONAL MEDIA PERIODICALS

There are many excellent professional periodicals providing reviews and evaluations of current print and non-print media. The following are a few which are considered to be essential to any school media center's on-going selection program. Smaller schools should order one or two of these titles.

- *The Booklist*
- *Bulletin of the Center for Children's Books*
- *Horn Book Magazine*
- *Instructional Innovator*
- *Kirkus Reviews*
- *Media and Methods*
- *Media Review*
- *Microform Review*
- *Wilson Library Bulletin*
- *Wilson Library Journal*

REVIEWS IN SPECIALIZED PERIODICALS

Sometimes overlooked but helpful selection sources are specialized periodicals and journals intended for educators or special audiences. Some of these may be received by members of the faculty if they are not included in the media center collection. Examples of publications which include reviews of books and audiovisual materials are:

- *Arithmetic Teacher*
- *Art Education*
- *Biology Teacher*
- *Career Education Journal*
- *The English Journal*
- *Exceptional Children*
- *Health Education*
- *Instructor*
- *Language Arts*
- *Music Educator's Journal*
- *Personnel & Guidance Journal*
- *Ranger Rick's Nature Mag.*
- *Science Teacher*
- *Social Education Magazine*
- *Voced Journal*

COMMERCIAL SELECTION SERVICES

A number of DoDDS media specialists subscribe to NU Book Cards, a service which provides packets of 3x5 cards throughout the school year. Each card contains data on current book titles with brief entries taken from reviews of various professional periodicals. The cards are suitable for placement in the consideration file, in readiness for ordering.

SELECTION REFERENCE FOR PERIODICALS

Periodicals form an important part of the media collection since they are the primary source of current information. A suggested selection reference is Selma K. Richardson's *Periodicals for School Media Programs*, published by the American Library Association. This book evaluates more than 500 periodicals for children and youth in kindergarten through grade 12. Foreign and ethnic periodicals are also included.

PERIODICAL INDICES

It is recommended that at least one index to periodicals be ordered annually for school media centers.

- Elementary Schools: *Subject Index to Children's Magazines*
- Secondary Schools: *Reader's Guide to Periodical Literature*
- Junior High Schools and Small High Schools: *Reader's Guide to Periodical Literature (Abridged)*

PREVIEWING MATERIALS PRIOR TO PURCHASE

Before you arrange to preview any item from a commercial publisher or producer, check with your regional media coordinator. Your region has developed a procedure for obtaining and evaluating copies of non-print materials such as filmstrips, slides, transparencies, and kits. Schools which make direct commitments to accept preview materials from producers and vendors may be liable for payment.

3. Consideration File

The file of media center materials considered for purchase is a constantly changing and vitally important resource. Maintaining such a file makes the preparation of the school media center annual order (for submission to the regional office) a simple process. Specific ordering instructions are provided by the regional office. Generally, the orders are grouped by publisher followed by an alphabetical listing of the media by author.

Some schools use file cards purchased from commercial library/media center suppliers; others order stock through military supply channels, using cards found at base and post libraries. You may prefer to design and reproduce cards which meet your requirements more specifically. The two consideration file cards for print and non-print media which follow on the next page are examples of the "do-it-yourself" variety.

Examples of Consideration File Cards

MEDIA CONSIDERATION FILE CARD - PRINT

AUTHOR (LAST NAME FIRST) _____

TITLE _____

PUBLISHER _____

ISBN _____ COPYRIGHT_____ PRICE_____

REQUESTED BY _____ DATE _____

REVIEWED _____YES _____NO

IF YES, SOURCE _____

COPY IS: ____NEW ____ADDL. ____REPLACEMENT

MEDIA CONSIDERATION FILE CARD - NONPRINT

TITLE _____

MEDIA FORMAT _____

PRODUCER/VENDOR _____

CATALOG NUMBER _____ PRICE _____

REQUESTED BY _____ DATE _____

REVIEWED _____YES _____NO

IF YES, SOURCE _____

COPY IS: ____NEW ____ADDL. ____REPLACEMENT

4. Maintaining a Commercial Catalog File

PREPARE A BRIEF FORM LETTER

Prepare and reproduce a brief form letter identifying your school. Request that your media center be placed on a permanent mailing list for receipt of free current catalogs and price lists. Also request that a copy of the most recent GSA federal price schedule (a special discount price listing for U.S. Government customers) be enclosed if available. Be sure the school APO or FPO address includes the city (New York, San Francisco, Seattle, or Miami) prior to the APO/FPO number.

MAIL YOUR LETTER EARLY

Mail copies of the letter early in the school year to various publishers of library books and encyclopedias, producers of audiovisual materials, vendors of multi-media kits, equipment manufacturers, graphics dealers, and standard media center materials and furniture suppliers. Your regional media coordinator will provide you with an address list.

SUGGESTED FILE CATEGORIES

To simplify searching for specific types of media, separate the file into a few broad categories. Maintain a 3x5 card file of firms whose catalogs are on file. Suggested file categories are:

- Non-Print Media Software (Filmstrips, Slides, Recordings, etc.)
- Print Media (Books, Encyclopedias, Periodicals, etc.)
- Instructional Hardware
- Microform Equipment and Materials
- Graphics Production Equipment and Supplies
- Media Center Supplies and Furnishings

KEEP YOUR FILE CURRENT

When the catalog is received, write or stamp the month and year received before filing it. Periodically weed out catalogs and supplements which are over one year old. Tab the file and send another copy of your form letter. When the new catalog arrives, insert it and discard the outdated copy. This is a good task for student and parent aides.

BASIC MEDIA CENTER SUPPLIES AND EQUIPMENT SOURCES

The following five companies publish extensive annual catalogs (free) containing hundreds of useful items for your media center. They provide the reader with a wealth of ideas to improve the media center's program.

- Brodart, Incorporated
  1609 Memorial Avenue
  Williamsport, PA 17701

- Demco Educational Corp.
  P.O. Box 7488
  Madison, WI 53707

- Gaylord Brothers, Inc.
  P.O. Box 4901
  Syracuse, NY 13221

- Highsmith Company
  P.O. Box 25
  Fort Atkinson, WI 53538

- Valiant IMC
  195 Bonhomme Street
  P.O. Box 488
  Hackensack, NJ 07602

F. GIFTS

There is usually a need for materials or equipment to supplement items obtained through DoDDS supply channels. The school determines which gift items are acceptable, and such items are accepted without any conditions regarding use. Any gift item received must be registered in the school property account as *donated property*.

The school media specialist, in coordination with the school principal, is encouraged to:

- Promote communication and work together with various community organizations to develop an awareness of the strengths and needs of the school media center. Such organizations are:
  - * Wives Clubs
  - * Parent-Teacher Organizations
  - * Base or Post Community Councils
  - * Youth Groups & Associations
  - * Host Nation Community Clubs

- Maintain a priority list of items for recommendation in the event a community organization wishes to donate books, encyclopedia sets, audiovisual media, equipment, or furnishings to your media center.

G. DoDDS MEDIA CENTER AV EQUIPMENT COLLECTION GOALS

The following list of audio, visual, audiovisual, production, and miscellaneous equipment is to be considered as a suggested base collection. The per teacher goal is not based on school enrollment. The media center goal is suggested for a school with an enrollment of 125 pupils or more. Individual schools may readjust goals upward in cases where special needs require additional support equipment.

	MEDIA CENTER COLLECTION GOAL	PER TEACHER GOAL
Audio		
Record Player	3	1 per elementary as needed, secondary
Audiocassette Recorder/Player	5	1 per teacher
Audiocassette Tape Duplicator	as needed	
Reel-to-Reel Tape Recorder	1	as needed
Listening Center (with 8 to 10 headphones)	5	1 per teacher
Console Stereo System	1	as needed
Audio Mixer	as needed	
Visual		
Filmstrip Projector (Silent)	2	1 per 4 teachers
Slide Projector (Silent)	1	as needed
Overhead Projector	2	1 per 2 teachers
Opaque Projector	1	as needed
Filmstrip Viewer (Silent)	3	as needed
Super 8mm Filmloop Projector	4	1 per 5 teachers
Super 8mm Motion Picture Projector	1	
Microform Reader	2	as needed
Microfrom Reader/Printer	1 per jr/sr high school	as needed
Portable Microcomputer with Monitor/Disc/Printer	1	as needed
Controlled Reader Projector	1	as needed

	MEDIA CENTER COLLECTION GOAL	PER TEACHER GOAL
Audiovisual		
16mm Sound Motion Picture Projector	4	1 per 5 teachers
Sound Slide Projector (Cassette)	3	as needed
Sound Filmstrip Projector (Disc)	1	as needed
Sound Filmstrip Projector (Cassette)	6	1 per 2 teachers
Sound Filmstrip Viewer (Cassette)	3	1 per 3 teachers
Magnetic Audio Card Reader	3	as needed
Videotape Recorder/Player with Monitor & Camera	1	as needed
Portable Videotape Recorder/Player	1	as needed
Production		
Still Camera, 35mm	2	as needed
Still Camera, Instant Print	1	as needed
8mm Motion Picture Camera	as needed	
Visual Production Kit (Visual Maker)	1	
Copy Stand	1	
Dark Room Equipment	as needed	
Spirit Duplicating Machine	1	
Mimeographic Duplicating Machine	as needed	
Infrared Thermal Copier	1	
Diazo Visual Maker	1	
Dry Mounting Press with Tacking Iron	1	
Laminating & Photo-Lift Equipment	1	
Typewriter for Graphic Production	1	
Typewriter, Professional	1	
Typewriter, Student	1	
Paper Cutter/Trimmer	1	
Heavy Duty Stapler	1	
Camera Tripod	1	
3-D Title Letter Set	1	
Visual Storyboard Kit	1	

	MEDIA CENTER COLLECTION GOAL	PER TEACHER GOAL
Miscellaneous		
Portable Projection Screen w/Tripod	2	as needed
Wall-Mounted Projection Screen	as needed	as needed
Rear Projection Screen	as needed	as needed
Mobile Projection Cart	5	1 per teacher
Portable Public Address System	1	
Transformers	as needed	as needed
Extension Cords	as needed	as needed
Multi-Image Dissolve Unit	as needed	
Tool Kit for Equipment Maintenance	1	
Splicing Kit - Filmstrip/16mm Film	1	
Splicing Kit - Audiotape	1	
Battery Tester	1	
Electric Pencil Engraver	1	
Dymo Label Tool & Tape Kit	1	

H. AUDIOVISUAL EQUIPMENT LIFE EXPECTANCY

The lifespan of any item of instructional equipment depends upon its overall quality of construction, frequency of use, the number of different users, and the adequacy of maintenance and repair services. DoDDS endorses the following data provided by the Educational Products Information Exchange Institute:

EQUIPMENT	YEARS
16mm Projector	5
Filmstrip Projector	5
Overhead Projector	5
Opaque Projector	15
Slide Projector	8
Sound Filmstrip Projector	8
8mm Filmloop Projector - Silent	12
8mm Filmloop Projector - Sound	10
Heavy-Duty Audiotape Recorder	5
Portable, Hand-Held Audiotape Recorder	2
Record Player	5
Radio Receiver	7
Television Receiver/Monitor	6
Videotape Recording System	6
Public Address System	7
Projection Screen	8
Filmstrip/Slide Previewer	12
Controlled Reader Projector	8

I. ORDERING PROCEDURES

Each school annually receives from its regional office a funding allocation which includes support for procurement of media center materials, equipment, and supplies. Ordering procedures may vary somewhat in format from one region to another.

Your regional media coordinator will provide you with guidelines for preparing requisitions which are to be forwarded to the region. (This information should be added to Section VII of this handbook.)

The following categories of supplies are purchased annually by the school media center:

- Books (Hardbound and Paperback)
- Periodicals and Newspapers
- Non-Print Media
- Audiovisual Equipment
- Consumable Supplies
- Furnishings

Individual school's orders go directly from the region to library book and periodical jobbers in the United States. They are covered by annually awarded contracts issued by the Defense General Supply Center (DGSC) in Richmond, Virginia. All other categories of supplies are ordered from vendors by your regional office through DGSC.

A WORD TO THE WISE

Before you prepare your orders for library books and periodicals, refer to *DoD Dependents Schools Materiel Management Manual* (DS Manual 4100.2, December, 1981) for detailed guidance and sample forms to assist you. In particular, read the following two paragraphs in Chapter II, Section E:

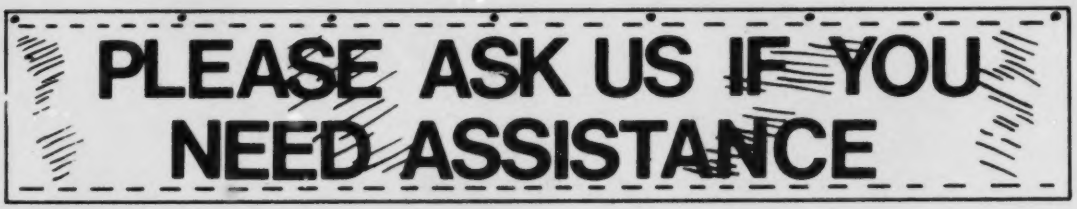
- Paragraph 5 - Library Book Ordering Procedures
- Paragraph 6 - Periodical Ordering Procedures

A. "WE'VE GOT TO GET ORGANIZED!"

A media center without organization would be much like a supermarket or commissary where cans of peaches are mixed with hot dog buns, soap, fresh vegetables, and chewing gum -- indiscriminately and everywhere. Imagine the scene -- customers overwhelming the staff with questions about the location of food items, falling over each other in search of apples and oranges and cursing the management at the same time. In short -- chaos!

An organized media center assists the user in locating and utilizing available resources and services. Some basic elements in this organization might include plans for the following:

- orientations for staff and students early in the school year
- a sound-slide presentation providing an overview of resources and services
- formal tours for classes and informal tours for individuals
- making the center available for browsing and exploration
- signs guiding the user to the card catalog and resource areas
- a very large sign stating:



The key sources to the organization of the media center are the Dewey Decimal Classification System, the card catalog, and a systematic method of cataloging, processing, circulating, shelving, weeding, inventorying, and maintaining the collection.

This section deals with the basic procedures necessary to organize a media center's wide and varied mix of resources which includes people, materials, equipment, facilities, and services.

B. DEWEY DECIMAL CLASSIFICATION SYSTEM

This system, devised some 100 years ago by Melvil Dewey, is used in most libraries and media centers in the United States and all DoDDS media centers. It divides all materials into two main classes: non-fiction and fiction.

- NON-FICTION is divided into ten major classes, each containing subdivisions as illustrated in the last two entries:

General Works	000-099
Philosophy & Related Disciplines	100-199
Religion	200-299
Social Sciences	300-399
Languages	400-499
Pure Sciences	500-599
Technology (Applied Science)	600-699
The Arts	700-799
Literature	800-899
Geography, History, Biography	900-999
Books on Collective Biography	920
Books on Individual Biography	921

- FICTION materials are arranged alphabetically by author and are identified with the symbol F, with the first three letters of the author's last name immediately below the F.

- PROFESSIONAL materials are of special interest to the school faculty. They are usually identified by the symbol P above the Dewey Decimal classification number, and placed in a special section of the faculty room or media center.

- REFERENCE materials provide specific, specialized information and are stored separately from the rest of the collection. Identified by the symbol R above the Dewey Decimal classification number, they generally do not circulate outside the media center unless for an overnight or weekend period. Reference materials provide information quickly and are not intended to be read from cover to cover. Examples are almanacs, encyclopedia, and specialized reference books such as *The Guinness Book of Records*.

- STORY COLLECTIONS or collections of short stories are identified by the symbol SC, with the first three letters of the author's or editor's last name immediately below the symbol.

- EASY books and non-print materials are heavily illustrated and contain simple stories for younger children. They are identified with the symbol E above the first three letters of the author's last name.

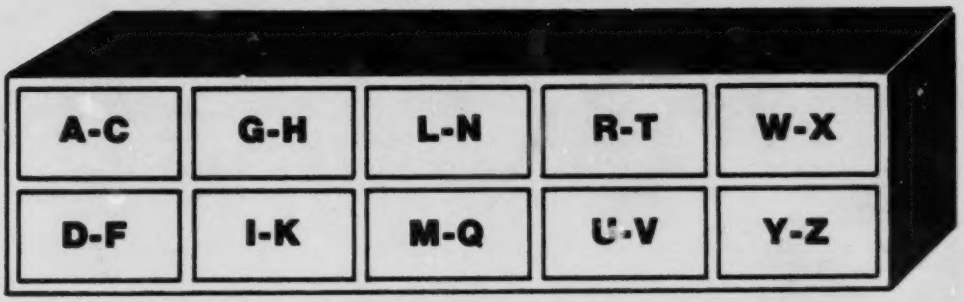
The Dewey Decimal classification system, with its many numbering systems and sub-systems, appears to be quite complex. For DoDDS collections, it is not necessary to understand the system in every detail. Be sure to have at hand a copy of the most recent edition of the H.W. Wilson Company publication, *Dewey Decimal Classification and Relative Index.* There is a 1-volume abridged edition as well as a 3-volume unabridged edition. Which one is used is at the discretion of the media specialist. Since the abridged version is much smaller, many media specialists find it easier to use and very adaptable to the needs of their media centers. The unabridged edition does provide more information and can, in some cases, provide better background for the appropriate number selection.

C. THE CARD CATALOG

The card catalog is an index to all the materials in the media center collection. It consists of drawers of 3x5 cards providing information under author, title, and subject, directing the user to the material desired. There are two ways in which your card catalog can be arranged:

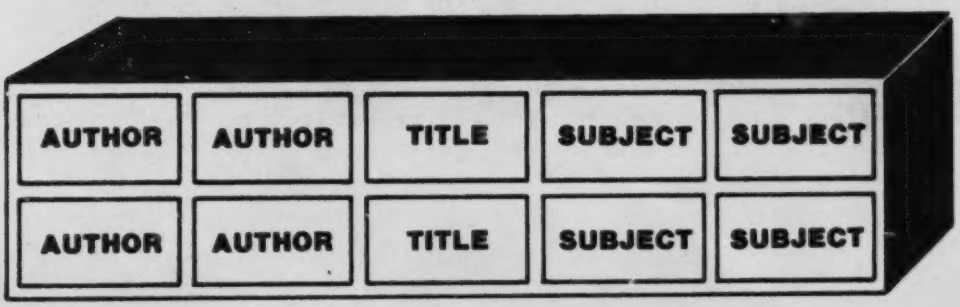
- DICTIONARY CARD CATALOG

  All cards (author, title, & subject) are arranged in a continuous alphabetical order by the first word on the top line of the catalog card.

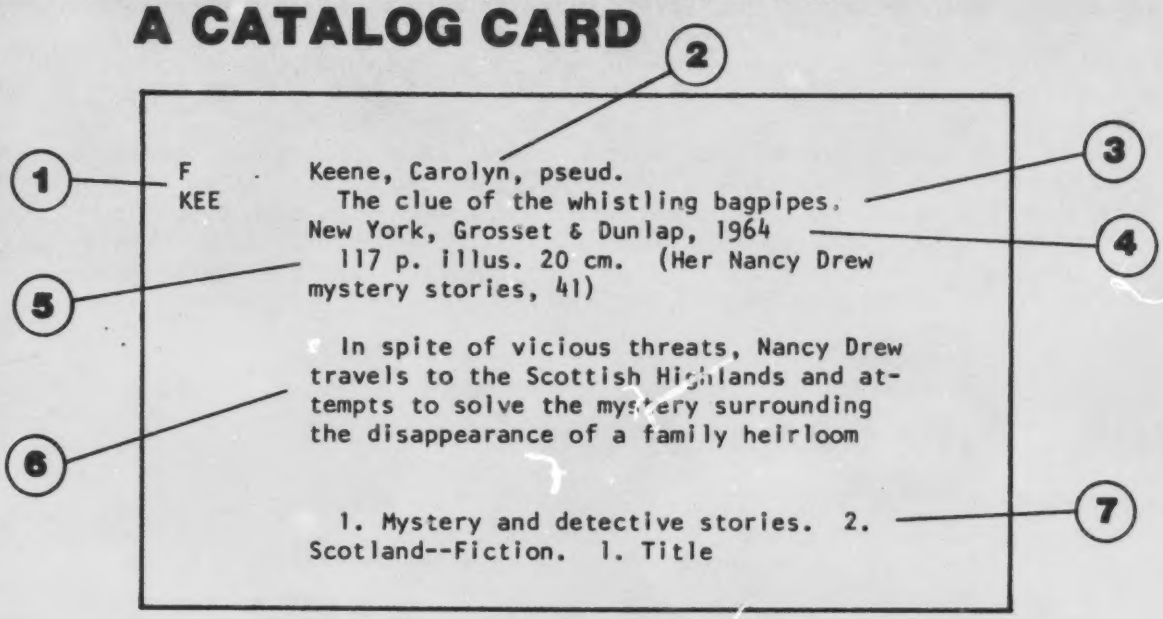


- DIVIDED CARD CATALOG

  All author, title, & subject cards are separated into their own sections and filed alphabetically by the first word on the top line of the catalog card.



D. INFORMATION FOUND ON A CATALOG CARD


1
2
3
4
5
6
7
F
KEE
Keene, Carolyn, pseud.
The clue of the whistling bagpipes.
New York, Grosset & Dunlap, 1964
117 p. illus. 20 cm. (Her Nancy Drew mystery stories, 41)
In spite of vicious threats, Nancy Drew travels to the Scottish Highlands and attempts to solve the mystery surrounding the disappearance of a family heirloom
1. Mystery and detective stories. 2. Scotland--Fiction. I. Title

Example: AUTHOR CARD

(1) CALL NUMBER. *F* designates fiction and *KEE* the first 3 letters of the author's name. (For non-fiction, A Dewey classification number would be here.) The same call number, unique only to this item, is found on the spine of the book.

(2) AUTHOR. Since this is the author card, *Keene, Carolyn* appears on the top line. *Pseud.* indicates the author's name is a pseudonym. If a co-author were shown, there would be a second author card indicating his or her name.

(3) TITLE. The title of this book is *The Clue of the Whistling Bagpipes*.

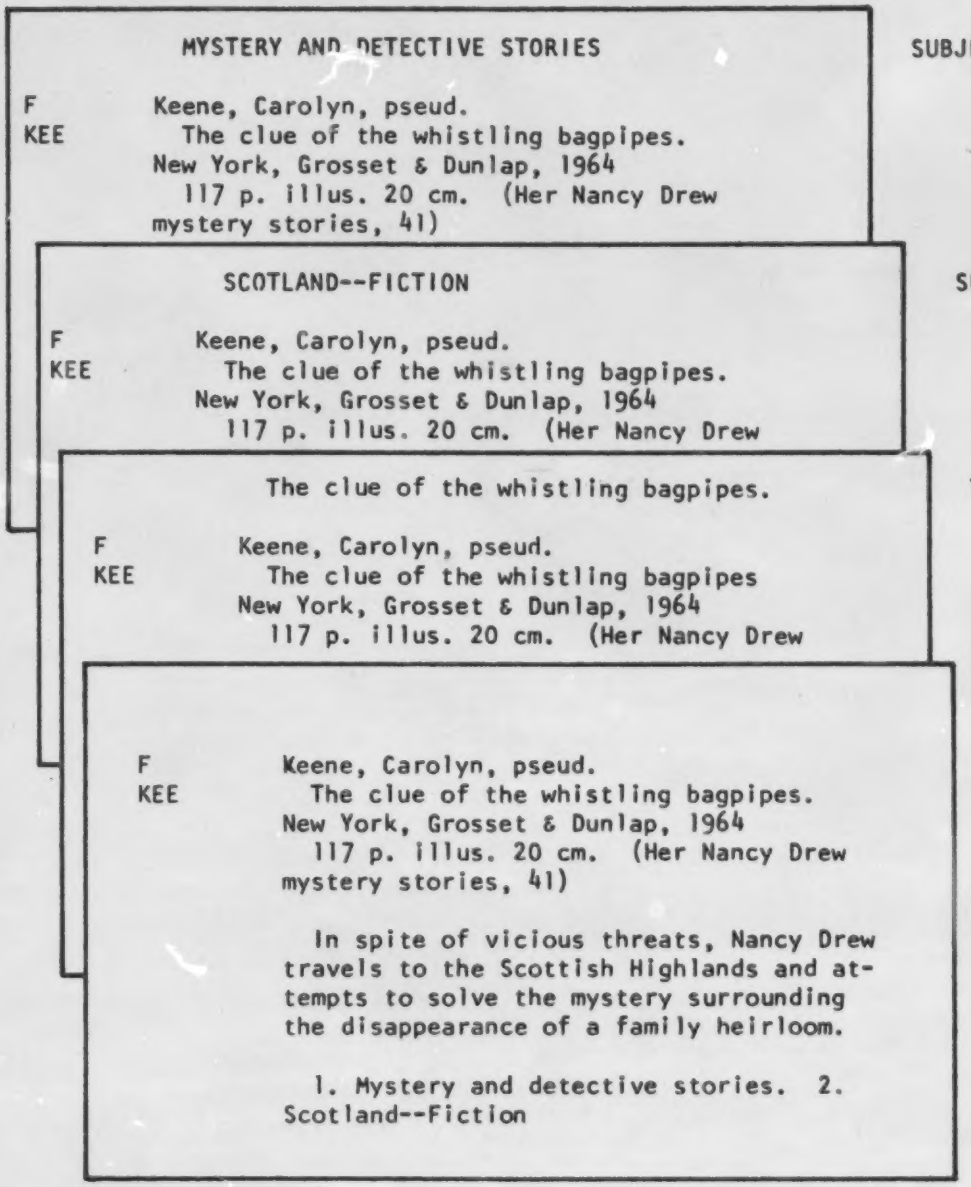
(4) PLACE OF PUBLICATION, PUBLISHER, & COPYRIGHT DATE. The book was published in *New York* by *Grosset and Dunlap* in *1964*.

(5) DESCRIPTIVE NOTES. The book has 117 pages, is illustrated, is 20 centimeters high, and is the forty-first book in the series.

(6) ANNOTATION. This card also provides a summary of the story. Some cards include suggested grade levels, related titles, & other notes.

(7) TRACINGS. In addition to the author card, there are 2 subject entries, *Mystery and Detective Stories* & *Scotland-- Fiction*, plus one card with the book's title repeated on the line above the author.

E. EXAMPLES OF CATALOG CARDS FOR PRINT MEDIA



MYSTERY AND DETECTIVE STORIES

F
KEE Keene, Carolyn, pseud.
The clue of the whistling bagpipes.
New York, Grosset & Dunlap, 1964
117 p. illus. 20 cm. (Her Nancy Drew
mystery stories, 41)

SUBJECT CARD

SCOTLAND--FICTION

F
KEE Keene, Carolyn, pseud.
The clue of the whistling bagpipes.
New York, Grosset & Dunlap, 1964
117 p. illus. 20 cm. (Her Nancy Drew

SUBJECT CARD

The clue of the whistling bagpipes.

F
KEE Keene, Carolyn, pseud.
The clue of the whistling bagpipes
New York, Grosset & Dunlap, 1964
117 p. illus. 20 cm. (Her Nancy Drew

TITLE CARD

F
KEE Keene, Carolyn, pseud.
The clue of the whistling bagpipes.
New York, Grosset & Dunlap, 1964
117 p. illus. 20 cm. (Her Nancy Drew
mystery stories, 41)

In spite of vicious threats, Nancy Drew travels to the Scottish Highlands and attempts to solve the mystery surrounding the disappearance of a family heirloom.

1. Mystery and detective stories. 2. Scotland--Fiction

AUTHOR CARD

(MAIN ENTRY)

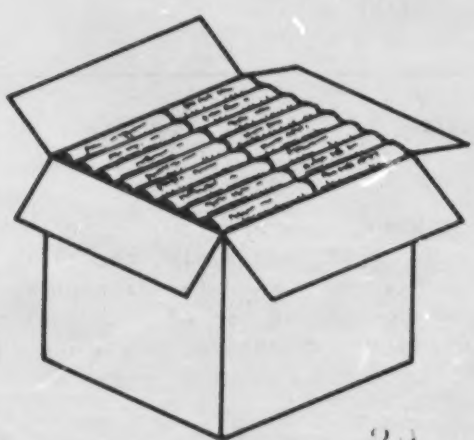
(See Part I of this section for filing of duplicate AUTHOR CARD in Shelf List File.)

The different types of catalog cards are identified by what is printed on the very top line of each card. In this example, the title card and two subject cards are exactly the same as the author (or main entry) card, except that an additional line has been typed on the top of each one. (Please note that subjects are typed on the cards in capital letters while titles are in lower case letters.

F. CATALOGING AND PROCESSING PREPROCESSED BOOKS

MOST BOOKS ORDERED BY DoDDS SCHOOLS ARE FROM BOOK JOBBERS AND ARRIVE IN PREPROCESSED CONDITION. WHEN THEY ARRIVE:

- Check the titles against the shipping document attached to or enclosed in the package.
- Note the titles not filled in the order and include these in your consideration file for possible reorder.
- Limber the spine of the book. Check to see that it's properly printed and assembled.
- Check the catalog card information for correct call number and subject tracings. Pull and separate the cards by author, title, subject, and shelf list. If the book is a duplicate or a replacement, make sure all the cataloging information is the same.
- See that the book pocket is glued properly into the book.
- With your school identification stamp, stamp the book on the title page, back page, and an inside page to be consistent with all other books in the school collection.
- If the book does not have a spine label or plastic mylar jacket, add these items.
- File the catalog cards in the card catalog and shelf list files.
- The book is now ready to be shelved or to be placed in the "new book" section of the media center.



G. CATALOGING AND PROCESSING UNPROCESSED BOOKS

For books which arrive without pre-printed catalog and shelf list card sets, book circulation card, and book pocket, follow all of the procedures noted for preprocessed books -- except for references to cards, pockets, spine labels, and plastic mylar jackets -- which are not provided with unprocessed books. The following steps will assist you in processing the book.

1. Key References in Determining Book Classification

TURN TO THE REVERSE SIDE OF THE TITLE PAGE OF THE BOOK.

Many books provide complete cataloging information on the reverse (or "verso") side of the title page. The data is usually preceded by the title, "Library of Congress Cataloging in Publication Data." For example, the following is printed on the reverse title page of William Katz's *Collection Development: The Selection of Materials for Libraries* (New York: Holt, Rinehart & Winston, 1980):

Katz, William A
Collection development

Includes index

1. Collection development (Libraries). 2. Book selection. 3. Acquisition of nonbook materials.

Title
Z689.K32 025.2 79-19861

ISBN 0-03-050266-7 Copyright 1980

All necessary data for preparing author, title, subject, and shelf list cards is provided. The first numbers (Z689.K32) are the Library of Congress classification and should be disregarded. The second group of numbers (025.2) is the Dewey Decimal classification call number to be placed in the upper left corner of each card. (Neither the 79 Series catalog card nor the ISBN Series number is necessary for DoDDS catalog cards.)

REFER TO STANDARD CATALOGING REFERENCES.

At minimum, the following references should be used when preparing catalog cards for unprocessed books. If your media center does not have copies of these references, order the most recent editions from the H.W. Wilson Company:

- *Dewey Decimal Classification and Relative Index (Abridged or Unabridged)*

  Aids in assigning the correct Dewey Decimal classification number to the book.

- *Sears List of Subject Headings*

  Cross-references the Dewey Decimal classification numbers with a variety of suggested subject entries.

- H. W. Wilson Standard Catalog Series

  In addition to serving as standard selection tools, these catalogs serve as cataloging aids in determining subject headings and Dewey fiction and non-fiction classification. Use one of the following:

  * *Children's Catalog*
  * *Junior High School Library Catalog*
  * *Senior High School Library Catalog*

ADOPT A STANDARD FORMAT FOR CATALOG CARDS.

It is best to adopt one basic form of typing arrangement of information on the card. All cards will be identical to the MAIN ENTRY CARD (usually the AUTHOR CARD), including the SHELF LIST CARD. The TITLE and SUBJECT CARD(s) will have one additional entry at the top of each card. A suggested guide is the American Library Association's most recent edition of *Anglo-American Cataloging Rules, II.*

2. Preparing Catalog Cards for Unprocessed Books

REVIEW PARTS B, D, AND E OF THIS SECTION.

Refer to the previous parts of this section of the handbook to review the essential features of catalog cards for unprocessed books.

- Part B - Dewey Decimal Classification System
- Part D - Information Found on a Catalog Card
- Part E - Examples of Catalog Cards for Print Media

ADDITIONAL SAMPLE CATALOG CARD SET FOR A BOOK

Here is an additional sample of a set of three catalog cards for a science fiction book. (The fourth card is illustrated in Part I of this section, THE SHELF LIST.)

A. AUTHOR CARD. This is also called the MAIN ENTRY CARD. All other cards should be identical to this card with the addition of the top line to form their function.

```
F
HEI     Heinlein, Robert A
          Have space suit - will travel.
        New York, Scribner, 1958
          276 p. illus.



          1. Science fiction  I. Title
```

B. TITLE CARD. Everything on this card is identical to the AUTHOR (or MAIN ENTRY) CARD, except for the title of the book repeated at the top of the card in lower-case type.

```
          Have space suit - will travel.
F
HEI     Heinlein, Robert A
          Have space suit - will travel.
        New York, Scribner, 1958
          276 p. illus.



          1. Science fiction  I. Title
```

C. SUBJECT CARD. Again, all data on this card is identical to the AUTHOR (or MAIN ENTRY) CARD, except for the subject typed at the top of the card in capital letters. (Some titles list more than one subject area, requiring a separate subject card for each.)

SCIENCE FICTION
F
HEI Heinlein, Robert A
Have space suit - will travel.
New York, Scribner, 1958
276 p. illus.

1. Science fiction 1. Title

H. CATALOGING AND PROCESSING NON-PRINT MATERIALS

Non-print materials will arrive at the school either completely unprocessed or with printed catalog card sets. Examine these card sets to determine possible use or adaptation of the information for use with your existing cataloging format. Since no cataloging system for non-print materials has yet been standardized, processing these various forms of media requires creativity, patience, and consistency.

1. References for Cataloging Non-Print Materials

Refer to Part G.1 of this section of the handbook, "Key References in Determining Book Classification." In addition to the recommended references, the following publication from the Association for Educational Communications and Technology is recommended:

- Tillin, Alma & Quinly, William. *Standards for Cataloging Non-Print Materials*

2. Codes to Designate Non-Print Materials

The following are only suggested codes to be placed above the call number when preparing catalog cards.

Art Print.....AP
Audiocassette.....CA
Chart.....Chart
Computer Program...CP
Disc Recording.....REC
8mm Filmloop.....FL
Filmstrip.....FS
Game.....Game
Globe.....Globe
Map.....Map
Microform.....MF
Multimedia Kit.....Kit
Model.....Model
16mm Film.....Film
Slide.....SL
Sound Filmstrip....SFS
Study Print.....SP
Teaching Aids & Curriculum Matls....TA
Transparency.....TR
Videotape.....VT

3. Preparing Catalog Cards for Non-Print Materials

REVIEW PARTS B, D, AND E OF THIS SECTION.

Refer to the previous parts of this section of the handbook to review the essential features of catalog cards for unprocessed materials.

- Part B - Dewey Decimal Classification System
- Part D - Information Found on a Catalog Card
- Part E - Examples of Catalog Cards for Print Media

FORMATS FOR NON-PRINT MEDIA

The format for non-print media is similar to that of books; however, there are some differences. Unlike catalog cards for books, the AUTHOR CARD is not always the MAIN ENTRY CARD. For example, a disc recording of Beethoven's *Ninth Symphony* definitely qualifies the composer's name as the main entry. But a filmstrip entitled, *Wine Growing in Italy*, would be difficult to catalog with an author as the main entry. In this case, the title of the filmstrip will be the main entry. If a series of videotapes were cataloged, the main entry would be the series title since this information is more easily recognized than the individual titles within the series.

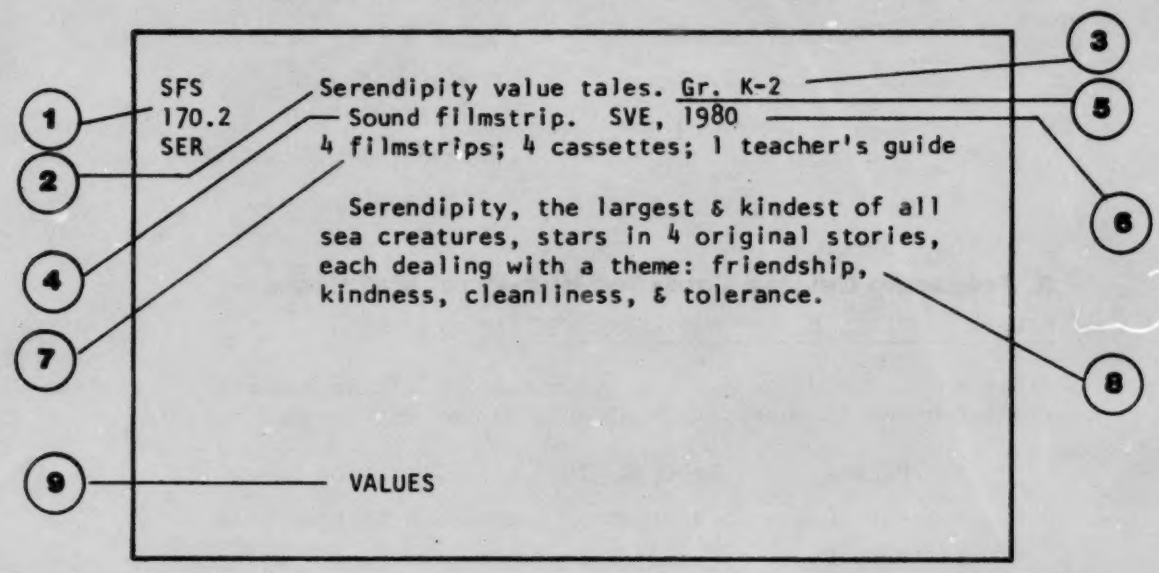
When a set of cards is completed, prepare a checkout card and pocket with the main entry information, as you would for a print item.

SAMPLE CATALOG CARDS FOR NON-PRINT MATERIALS

The following catalog cards for non-print materials are examples of the three basic main entry cards: TITLE, NAME (or CREATOR), and SERIES.

A. TITLE MAIN ENTRY CARD

Title main entries are usually preferred for non-print media because they are produced by a collaborative effort. Trade and reference sources usually cite audiovisual materials by title -- seldom by author, producer, director, script writer, photographer, narrator, or other contributor to the product.



(1) CALL NUMBER. *SFS* indicates this is a sound filmstrip. The Dewey classification number, *170.2*, is typed immediately below, followed by the first 3 letters of the title, *SER*, for *Serendipity Value Tales*. This same call number is placed on the box containing the sound filmstrip set.

(2) TITLE. The title is *Serendipity Value Tales*. (Main entry)

(3) GRADE LEVEL. This entry is optional; *K-2* is entered.

(4) MEDIA DESIGNATOR. *Sound filmstrip* is entered.

(5) PRODUCER/SPONSOR/DISTRIBUTOR. *SVE* for Society for Visual Education

(6) COPYRIGHT DATE. *1980* (Found in teacher guide or first frame of the filmstrip)

(7) PHYSICAL COMPONENTS. Consists of *4 filmstrips, 4 cassettes,* and a *teacher's guide*.

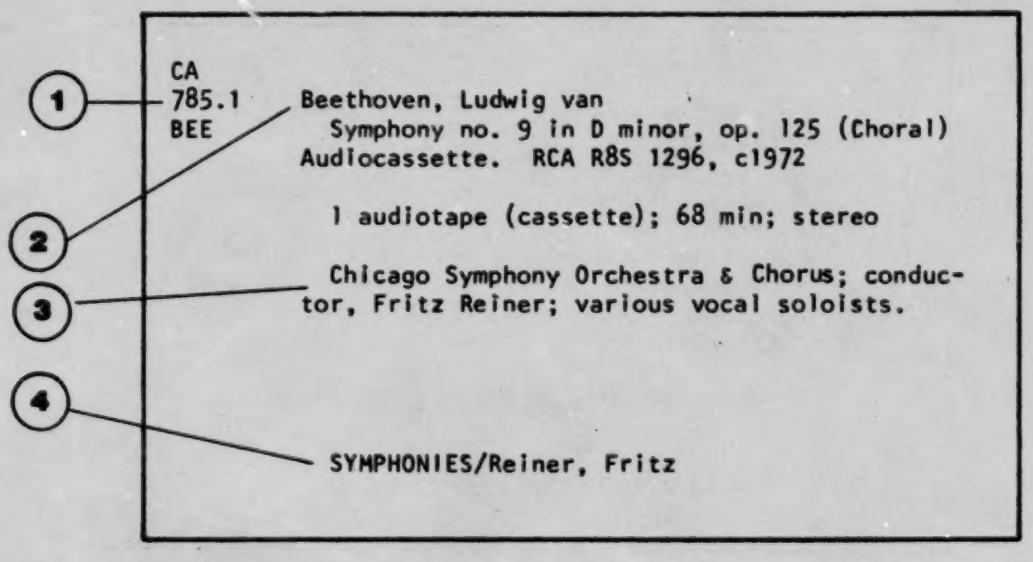
(8) DESCRIPTIVE NOTES. Brief summary of contents is entered.

(9) TRACINGS. A subject card will be prepared & filed under *VALUES*.

B. NAME (or CREATOR) MAIN ENTRY CARD

A name main entry is appropriate when the person creating the medium is clearly and easily recognizable, such as a composer, an author, a famous personality reading poetry of various authors, a popular singing group, or an artist whose paintings are reproduced on a series of slides.

If a non-print medium is based verbatum on a print item, the creator's name should definitely be used as the main entry. For example, a sound filmstrip version of the popular children's book, *Make Way for Ducklings*, should have the author's name, Robert McCloskey, as the main entry.



(1) CALL NUMBER. The media code, *CA*, tells us this is an audiocassette recording; this is followed by the Dewey Decimal classification number, and the first three letters of Beethoven's name. This same call number is placed on the box containing the cassette.

(2) NAME OF CREATOR. *Beethoven* is the main entry on this card.

(3) SUPPORTING DATA. The format is similar to the title main entry card illustrated previously.

(4) TRACINGS.. Two subject cards will be prepared, one with *SYMPHONIES* typed on the top line, and another with *Reiner, Fritz.*

C. SERIES MAIN ENTRY CARD

A series name entry is essential for this set of nine 16mm films. The individual titles are an integral part of the series.

The format of this card is similar to the previous two, except that the main entry is the title of a series. The tracings show two entries. One additional card with *CAREER AWARENESS* on the top line will be prepared. Also, the "title analytics" in the table of contents indicates that a title added entry card will be prepared for each of the nine films within the series.

FILM
331 Whatcha' gonna do? Gr. 5-8. 16mm film
WHA EBE, c1977

9 reels: 15 min each; color; 16mm

Getting ready.-Going back.-A time of change.-What do you think?-Try out.-What's the limit?-Partners.-The most important thing.-Because it's just me.

Films help students sample a career.

CAREER AWARENESS/t. contents

I. THE SHELF LIST

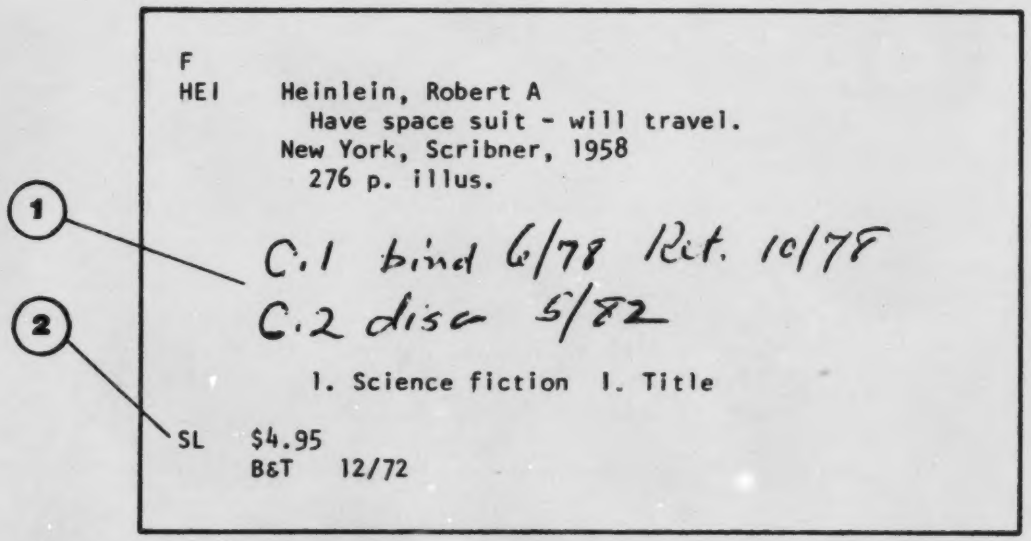
The shelf list is a 3x5 card record of all materials in the media center. It is arranged by Dewey Decimal classification number. There are separate sections for fiction, non-fiction, story collections, easy, and non-print media.

Each card is identical to the main entry card in the card catalog, with notations added for duplicate copies and penciled remarks when the item is missing, in repair, or discarded if a duplicate copy. The shelf list should be kept accurate and current, and should be filed in the media specialist's work area.

WHY A SHELF LIST?

- It is the one complete record of your media center's collection.
- It serves as an excellent guide in immediately identifying what areas are deficient in building a well-balanced collection.
- It simplifies inventory procedures.

INFORMATION FOUND ON A SHELF LIST CARD



This card is similar to the main entry card illustrated in Part G of this section, with the following added entries as examples:

(1) There are entries for two copies of the book. Copy 1 was sent to the bindery in June, 1978 and returned in October, 1978. Copy 2 was discarded (weeded out) in May, 1982. If Copy 1 were weeded out and not replaced, the card would be pulled from the shelf list.

(2) *SL* is the code for the shelf list card. The book cost $4.95 when purchased from Baker and Taylor in December 1972.

J. CIRCULATION

1. Three Methods of Materials Circulation

You may wish to choose or adapt one of the following three systems, or investigate other variations. Whatever systems works best is the one for you.

CIRCULATION METHOD "A"

1. After the user brings an item to be borrowed to the circulation area, the clerk checks to see that the circulation card matches the item.

2. The user signs his/her name on the next blank space on the circulation card.

3. The clerk stamps the date the item is due back on both the circulation card and the date-due pocket affixed to the item.

4. The clerk places the date-due-stamped circulation card in the charging tray within the section for the designated due date.

5. By the end of the day, all cards with the same date due are arranged by Dewey Decimal classification number or author.

6. When the item is returned, the circulation card in the charging tray is pulled and returned to the item, and the item is returned to the shelves.

CIRCULATION METHOD "B"

1. The clerk pre-stamps sufficient due-date cards prior to business.

2. The user brings the item to the circulation area and:

   - o removes the circulation card from the pocket and completes it with his/her signature and code for the classroom grade or homeroom. (Codes should be displayed in the circulation area.)

   - o places the signed card in the designated file or box.

   - o takes one pre-stamped date-due card and places it into the item pocket.

3. During slack periods, the clerk files the signed circulation cards in the charging tray by due date or by the teacher's name (based on the classroom grade or homeroom code, or other means of reference).

4. When the item is returned, the pre-stamped card is removed from the item's pocket, and the circulation card is removed from the charging tray and returned to the pocket. The item is returned to the shelves.

CIRCULATION METHOD "C"

This method is a variation of the first two methods. Either check-out system may be used. However, the date the item is due back is reduced to one of two dates within the month -- either the 1st or the 15th, whichever follows the date the item was borrowed.

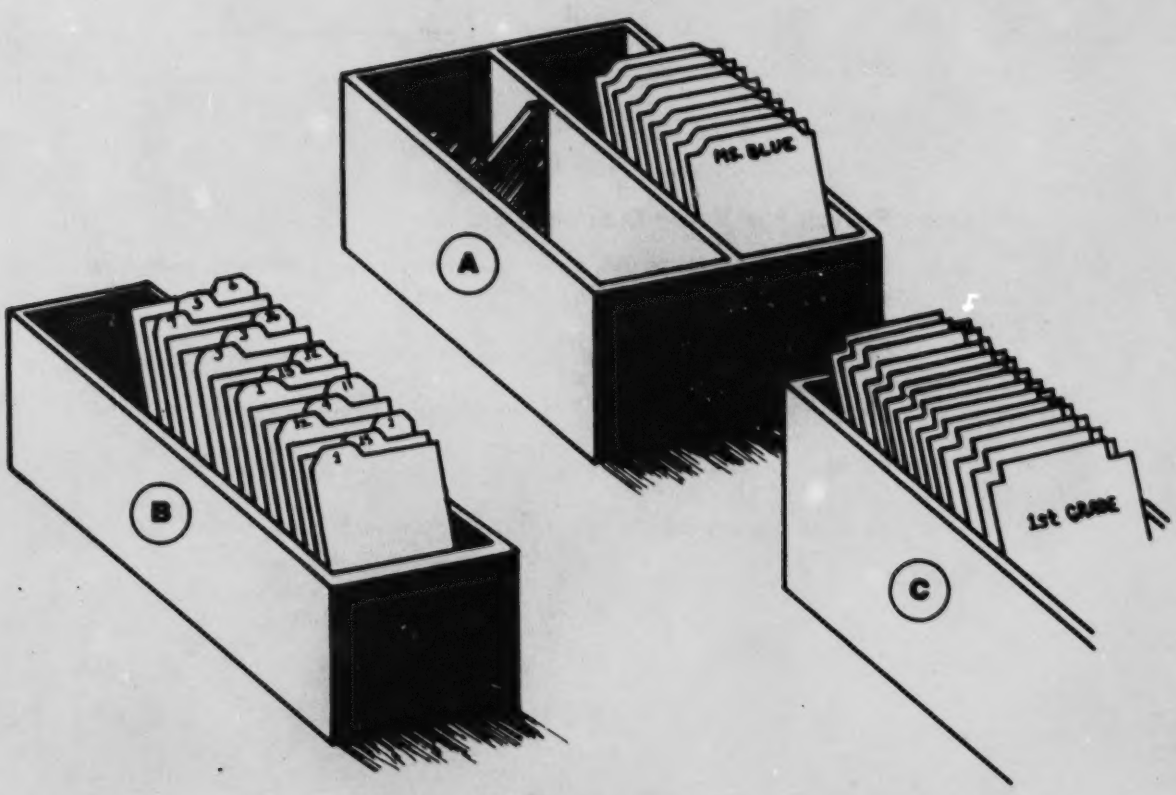
2. Methods of Filing Circulation Cards

Circulation cards must be filed so that they may be easily retrieved when borrowed materials are returned to the media center. Cards are usually filed in numerical order according to the Dewey Decimal classification system or alphabetically by author. Three examples of filing systems are illustrated.

A. BY USER'S CLASSROOM TEACHER — File the card behind the guide card containing the teacher's name.

B. BY DATE DUE TO BE RETURNED — File the card behind the guide card labeled with the due date.

C. BY USER'S ROOM DESIGNATOR — File the card behind the guide card for the user's room or, in this case, the user's class if there is only one first grade class.



3. Sample Book (or Circulation) Card and Book Pocket

F HEI	c.1
author	Heinlein, Robert
title	Have space suit - will travel
Sep 8, '82	M. Scott - Room 216
Oct 6, '82	T. Tinker - Room 114

F HEI	c.1
DATE DUE	
Sep 8, '82	
Oct 6, '82	

4. Loan Policy for Your Media Center

- Based on the size of your collection and school enrollment, establish a policy that works best for you and your users.
- Be flexible for students who have special needs.
- Shorten loan periods for much-used materials.
- Permit renewal of loans when necessary.
- File circulation cards for teacher-borrowed materials separately.

5. Return of Borrowed Materials

- Designate a clearly-marked area where materials are to be returned.
  - * circulation desk
  - * table in the media center
  - * a large container
  - * a wheeled truck
- Larger schools may have additional return depositories outside of the media center.
- Re-shelve materials after pulling the circulation cards from the charging file and placing them back with the returned materials.

6. Overdue and Lost Materials

- Periodically review the circulation file and remove the cards for overdue materials, filing them in an overdue materials file.
- Notify the user that the item has not been returned on the due date.
- Establish a school policy for replacement of lost items.

7. How to Untangle a "Snag"

- A *snag* is either a title for which no circulation card can be found or a circulation card for which no title can be found.
- If, after a thorough search, the card cannot be found, type a new one and mark *DUP* on the top to indicate it will serve as a duplicate until the original can be located. (Keep a list of duplicate cards to avoid charging of a lost item.)
- Maintain a separate file for missing materials, using the unmatched circulation cards. Use the faculty bulletin and student newspaper to list missing materials.

8. "Sorry, But It's on Loan Now."

- If a user requests a title that is in circulation, ask him/her to complete a Reserve Request Card.
- Clip the Reserve Request Card to the charge-out card of the item in circulation.
- Formats for Reserve Request Cards are various and are illustrated in library/media center supply catalogs.

9. Circulation of Periodicals

- Loan periods are usually short -- overnight or over a weekend.
- Record the title, issue date, user's name, and date due back.

10. Withdrawal of Students

- Include the media center for clearance of student records on the form used in your school.
- Lost materials should be replaced prior to clearance.

K.FILING — "ORDER IN THE UNIVERSE"

THE BASIC RULE IS: Arrange word by word, alphabetizing letter by letter within the word. A single letter or shorter word precedes a longer word beginning with the same letter. When two or more headings begin with the same word, arrange them by the first different word. (When you want to be certain, refer to *ALA Rules for Filing Catalog Cards.*)

1. Disregard articles (A, An, The) as the first word of a title, but include them within the title

   A kingdom for a horse -- file under *K*

   The red train -- file under *R*

2. Word-by-Word Filing - "Short Before Long"

   North to the orient
   Northhampton
   Short lines
   SHORTHAND
   Shortly

3. Arrange initials before words beginning with the same letter.

   PT 109
   Potatoes are fattening
   TWA
   Tattle tale
   S.P.C.A
   Soapsuds get in your eyes
   USO
   United we stand

4. File abbreviations as if spelled out in full.

   Dr. as Doctor
   Mr. as Mister
   St. as Saint or Street
   Mrs. as Mistress
   US as United States

5. Disregard punctuation.

   Life: how to live it up
   Life -- love -- lemonade
   Life, success & failure
   SONGS, AMERICAN
   SONGS - STUDY & TEACHING
   SONGS - TAHITIAN

6. Numerals are filed as though spelled.

   One
   One Billion
   100 (One hundred)
   110 (One hundred ten)
   1000 (One thousand)
   1618 (Sixteen eighteen)

7. Hyphenated words are considered two words if the first part stands alone.

Book-hunter mystery Not: *Anti-semitism*

BOOKBINDING *Pro-labor*

8. Words having two accepted spellings are interfiled under one spelling and "See" cards are made for the form not used.

BASE BALL See: BASEBALL *HI FIDELITY See: HIGH FIDELITY*

CATALOGUE See: CATALOG

9. Names of persons and places spelled with a prefix are filed as one word.

Decorating cakes *Losandra's birthday party*

De La Roche, Mazo *LOS ANGELES*

10. History is the only area in which cards are filed chronologically, rather than alphabetically.

U.S. HISTORY - COLONIAL *U.S. HISTORY - MEXICAN WAR*

U.S. HISTORY - REVOLUTIONARY WAR *U.S. HISTORY - CIVIL WAR*

U.S. HISTORY - WAR OF 1812 *U.S. HISTORY - SPANISH-AMERICAN WAR*

11. Place names with two or more words are filed as separate words.

SAN FRANCISCO *NORTH WALES*

Sandstone sculpture *Northern wilderness adventures*

12. Foreign language cards are filed alphabetically, word by word.

Arrivederci

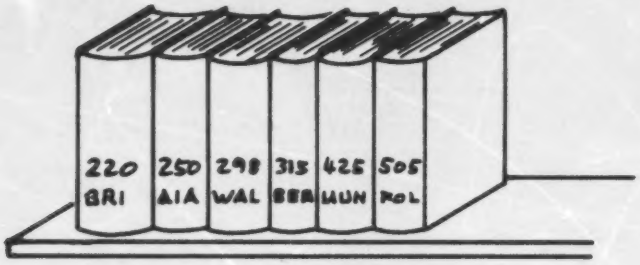
La vita

Une petite fille

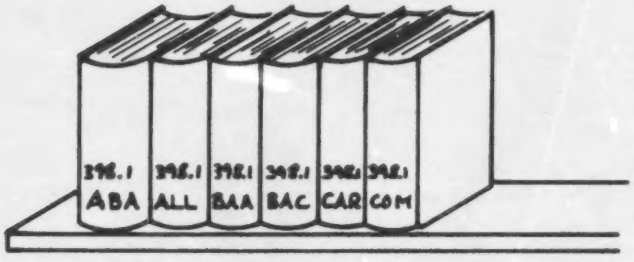
L. SHELVING — "EVERYTHING IN ITS PROPER PLACE"

Thanks to Melvil Dewey, every media center item has a CALL NUMBER followed by the first three letters of the author's last name. Place the books or other items on a wheeled cart in the same sequence as they will be placed on the shelves and return them to the area from which they were borrowed.

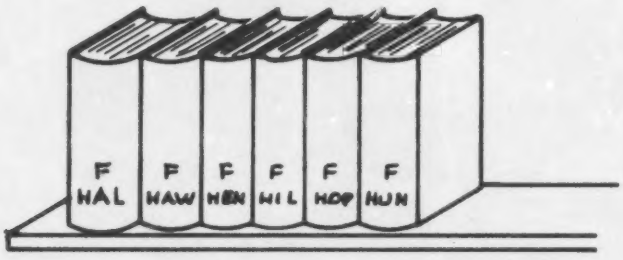
DEWEY DECIMAL CLASSIFICATION NUMBERS FOLLOW IN NUMERICAL SEQUENCE.



IF SEVERAL ITEMS HAVE THE SAME NUMBER, FILE THEM ALPHABETICALLY.



FILE WITHIN LETTERED CALL NUMBERS (F, E, SC, etc.) ALPHABETICALLY.



STORE BOOKS IN AN UPRIGHT POSITION, USING SUPPORTS (BOOK ENDS).

"READ" THE SHELVES REGULARLY TO CHECK THAT BOOKS AND OTHER MATERIALS ARE DISPLAYED IN THEIR PROPER PLACE AND IN CORRECT ORDER.

M. WEEDING—"ASHES TO ASHES"

It has been said that the reason for removing materials from the media center collection is to separate *the noise from the music* and *the trivia and obsolete from the useful and lasting.* Weeding is not a once-a-year project, but a continuing process throughout the school year.

1. CONSIDER WEEDING THE FOLLOWING:

   - o Badly damaged print and non-print materials
   - o Old editions replaced with newer copyright editions
   - o Outdated or discriminatory materials (sexist, stereotypes, etc.)
   - o Titles that are no longer popular and never circulate
   - o Duplicate copies that no longer circulate

2. CONSIDER NOT WEEDING UNTIL SOMETHING BETTER COMES ALONG:

   - o Any item which is out of print & may be occasionally used
   - o Items of historical value in the school or local community
   - o Titles which are listed in the H.W. Wilson *Standard Catalog Series*

3. AFTER YOU HAVE REMOVED THE ITEM FROM THE SHELVES OR STORAGE AREA:

   - o Remove the shelf list card and pull all catalog cards if there is only one copy.
   - o Mark off the copy number of the item if there are multiple copies.
   - o Remove the circulation card and pocket from the item and clearly mark the cover or container as *discarded.*
   - o Box the items as *salvage* and turn them in to your school supply office for property disposal.

4. BEFORE THE FINAL S W E E P . . . .

   Keep a running tally of print items and non-print items discarded. The *DoDDS Media Center Annual Report* (See Part Q of this section.) requests the number of books and the number of audiovisual materials withdrawn by the end of the school year.

N. THE VERTICAL FILE

The vertical file contains an organized collection of pamphlets, pictures, maps, and clippings from newspapers and magazines. The file should be kept current through continual addition of new materials and withdrawal of outdated items.

- File all data on a given subject in a folder or envelope with the subject clearly written.
- Pamphlets are usually not processed, but clippings and pictures more useful and durable if pasted on heavy paper stock with rubber cement.
- Clearly mark each item with the subject under which it is filed and stamp it with the date received.
- A 3x5 card may be placed in the card catalog for each subject heading in the vertical file. For example:

  VOLCANOES: Additional material on this subject may be found in the vertical file under the above heading.

- Refer to *Sears List of Subject Headings* for assistance in selecting subject headings for the vertical file.

O. MAINTENANCE AND REPAIR OF MATERIALS AND EQUIPMENT

PRINT MATERIALS

Binding tape is commercially available to repair torn or damaged books. Instructions on methods of repair may be obtained from commercial media center suppliers and in media center references.

NON-PRINT MATERIALS

Store non-print materials in their containers or cases away from extreme temperatures or high humidity. Damaged materials such as filmstrips and tapes should be repaired as soon as possible to avoid further damage. The media center should be equipped with such items as splicers and splicing tape which are available from commercial media center suppliers.

MEDIA CENTER INSTRUCTIONAL EQUIPMENT

Projection and sound equipment must be stored in a secure area which provides protection from extreme temperatures and high humidity. This area should also provide accessibility for the use of the equipment in the media center and the school.

Each DoDDS region will recommend procedures to follow in providing proper identification of the equipment (such as engraving the equipment with the school name), maintenance, and repair services.

P. THE ANNUAL INVENTORY

As the school year ends, all print and non-print materials should be returned to their shelves and storage areas. Depending upon the staff size and local circumstances, the annual inventory may now be started.

THE SHELF LIST INVENTORY

Arrange the materials on the shelves in the same order as the cards in your shelf list drawer, with multiple copies grouped by copy number.

- Working with a second person, take the shelf list drawer to the area to be inventoried. One person reads the title and number of copies from the shelf list card; the other person verifies the title on the shelf.
- Quickly scan the item for correct call number and copy number on the circulation card and pocket.
- If an item needs mending, repair, a new card, etc., place it in an area for later attention.
- If an item is missing, mark the shelf list card with the code letter *M* and the year; e.g., *M. 82*. You may prefer to flag the card with a paper clip.
- Items missing for 2 years should be considered lost. If there is no duplicate, pull the shelf list and catalog cards.
- If an item needs to be weeded out and salvaged, place it in a salvage area and pull the shelf list and catalog cards
- If there is an item for which there is no shelf list card, place it in a *NO CARD* area for later processing.

AUDIOVISUAL EQUIPMENT INVENTORY

- Inventory AV equipment in a similar manner, turning any obsolete or totally broken equipment over to the school supply office for property disposal, and identifying equipment for summer maintenance and repair.

- In order to quickly and accurately complete the AV equipment inventory portion of the *DoDDS Media Center Annual Report*, it is suggested that you maintain a 3x5 (or 5x7) card for each item. Here is an example of a possible card format:

Front

Equipment:_____ Med Ctr #_____

Make: _____ Model #_____

Serial #_____ Cost: $_____

Purchase Source: _____

Date Received: _____

Accessories: _____

LOCATION: SY 82-3 _____ SY 84-5 _____

SY 83-4 _____ SY 85-6 _____

Back

MAINTENANCE & REPAIR DATA

Date Out	Date In	Service Performed	Where	Cost

- To compare your school's media center and classroom provision of AV equipment to the recommended goals, refer to Part G of Section I of this handbook, *DoDDS Media Center Audiovisual Equipment Collection Goals*.

Q. THE DoDDS MEDIA CENTER ANNUAL REPORT

The following sample *DoDDS Media Center Annual Report*, with instructions, is subject to revision and is not to be used. Your regional media coordinator will provide you with a copy of the report forms and instructions for completion no later than May of each school year. Complete the report and mail it to your regional media coordinator by the end of each school year.

* * *

DoDDS MEDIA CENTER ANNUAL REPORT - INSTRUCTIONS

Annual report figures are needed by your regional office in order to compile statistics required by the North Central Association and DoDDS, and to assess the development of the media center collections. PLEASE RETAIN ONE COPY FOR THE SCHOOL MEDIA CENTER FILE AND RETURN THE ORIGINAL TO YOUR REGIONAL MEDIA COORDINATOR.

MEDIA PERSONNEL. Show the number of full-time staff in the appropriate space. Show part-time staff in number of hours per week devoted to the media program. (PL = Public Law; GS = General Schedule; and LN = Local National)

COLLECTION. This report requests data for 4 general categories. The *number lost* figure is the number of items you assume bypassed the regular check-out or borrowing system. This figure is part of the *number withdrawn this year* total.

ENCYCLOPEDIA. Count only sets with copyright dates less than 5 years old.

PERIODICALS & NEWSPAPERS. Titles used by both students and faculty should be counted as student-level subscriptions.

AV MATERIALS. Count AV materials as they are cataloged and used. For example, a kit or set containing 5 items, if it is kept as a unit, should count as 1 item.

REDUCTION IN COLLECTION DATA? If a detailed inventory has been taken or an extensive weeding completed since the last annual report that significantly reduces any of the totals, make a note beneath the appropriate category total.

NARRATIVE. Provide a brief review of accomplishments, describe priorities, and express concerns regarding your program.

AV EQUIPMENT INVENTORY. Include a copy of the AV Equipment Inventory List. Complete only the first column for *ON HAND* figures. (The remaining 4 columns are for internal school planning purposes when estimating budget needs.)

SIGN THE REPORT. The media specialist and school administrator are to sign and date the third page of the report when completed.

DoDDS MEDIA CENTER ANNUAL REPORT FOR SY ____

School _____ School Code _____

Grades ____ through ____ Enrollment _____

MEDIA PERSONNEL	Full-Time PL	GS	LN	Part-Time (Hrs. per week) PL	GS	LN
Media Specialist						
Media Clerk/Aide						
Media Technician						
Other						

PART I - COLLECTION

COLLECTION - BOOKS

A. Number reported last year _____

B. Number added this year _____

C. Number withdrawn this year _____ (Number lost _____)

D. Total A + B - C _____

COLLECTION - ENCYCLOPEDIA

Number of sets with copyright of 4 years or less _____

COLLECTION - PERIODICALS/NEWSPAPERS

A. Number of student-level subscriptions _____

B. Numer of professional-level subscriptions _____

C. Total A+ B _____

COLLECTION - AV MATERIALS

A. Number reported last year _____

B. Number added this year _____

C. Number withdrawn this year _____ (Number lost _____)

D. Total A + B - C _____

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Part II-Narrative

1. Attach a lesson plan or briefly describe a project that was especially successful this school year and you wish to share with other media specialists. _____

2. If your school is scheduled for a new facility or renovation, please attach plans. If your regional media coordinator can assist you, indicate needs.

3. List by priority two or more in-service training workshops you would like to have scheduled during the next school year and following summer.

4. List one media specialist general function in DS Manual 2930.1, *Educational Media Program Functions and Student Objectives*, that you would like to concentrate on during the next school year. (Optional)

5. List by priority two or more areas of concern that you would like your regional media coordinator to address during the next school year.

6. Will your school have a summer media or reading program? NO___ YES___
If yes, briefly describe plans for staffing and operational management.

Narrative (Continued)

7. Given sufficient funds, what types of general equipment will be your top purchase priority for next school year? _____

_____

_____

8. If additional funds are available at the regional office, what items would you like the regional office to purchase to assist you in improving your media center program? _____

_____

_____

9. Where does your school send its AV equipment for repair and maintenance (complete address)?

_____

_____

_____

10. Rate the overall quality of AV equipment repair and maintenance services:

____ Excellent	____ Good	____ Poor
____ Very Good	____ Fair	____ None Provided

PART III - ESTIMATED MEDIA CENTER BUDGET EXPENDITURES DURING THIS SCHOOL YEAR (Do not include funds provided by your local community.)

1.	Books	$_____
2.	Encyclopedia	$_____
3.	Periodicals/Newspapers	$_____
4.	AV Materials (including microforms)	$_____
5.	Equipment	$_____
	TOTAL:	$_____

_____ _____

Signature of Person Preparing Report & Position — Date

_____ _____

Signature of Principal — Date

ATTACH THE AV EQUIPMENT INVENTORY LIST AND FORWARD THE COMPLETED REPORT TO YOUR REGIONAL MEDIA COORDINATOR.

Part III-AV Equipment Inventory

School _____ School Code _____

School Year 19____-19____

	ITEM	ON HAND	GOAL	SHORT FALL	UNIT COST	TOTAL COST
Audio	Record Player					
	Audiocassette Recorder/Player					
	Audiocassette Tape Duplicator					
	Reel-to-Reel Recorder/Player					
	Listening Center w/8 - 10 Headphones					
	Console Stereo System					
	Audio Mixer					
Visual	Filmstrip Projector (Silent)					
	Slide Projector (Silent)					
	Overhead Projector					
	Opaque Projector					
	Filmstrip Viewer (Silent)					
	Super 8mm Filmloop Projector					
	Super 8mm Motion Picture Projector					
	Microform Reader					
	Microform Reader/Printer					
	Portable Microcomputer with Monitor/Disc/Printer					
	Controlled Reader Projector					
Audiovisual	16mm Sound Motion Picture Projector					
	Sound Slide Projector (Cassette)					
	Sound Filmstrip Projector (Disc)					
	Sound Filmstrip Projector (Cassette)					
	Sound Filmstrip Viewer (Cassette)					
	Magnetic Audio Card Reader					
	Videotape Recorder/Player with Monitor & Camera					
	Portable Videotape Recorder/Player					

	ITEM	ON HAND	GOAL	SHORT FALL	UNIT COST	TOTAL COST
Production	Still Camera, 35mm					
	Still Camera, Instant Print					
	8mm Motion Picture Camera					
	Visual Prod. Kit (Visual Maker)					
	Copy Stand					
	Dark Room Equipment					
	Spirit Duplicating Machine					
	Mimeographic Dupl. Machine					
	Infrared Thermal Copier					
	Diazo Visual Maker					
	Dry Mounting Press w/Tacking Iron					
	Laminating & Photo-Lift Equipment					
	Typewriter for Graphic Production					
	Typewriter, Professional					
	Typewriter, Student					
	Paper Cutter/Trimmer					
	Heavy Duty Stapler					
	Camera Tripod					
	3-D Title Letter Set					
	Visual Storyboard Kit					

Miscellaneous	Portable Proj. Screen w/Tripod					
	Wall-Mounted Projection Screen					
	Rear Projection Screen					
	Mobile Projection Cart					
	Portable Public Address System					
	Transformers					
	Extension Cords					
	Tool Kit for Equipment Maintenance					
	Splicing Kit - Filmstrip/16mm Film					
	Splicing Kit - Audiotape					
	Battery Tester					
	Electric Pencil Engraver					
	Dymo Label Tool & Tape Kit					
	Multi-Image Dissolve Unit					

R. REGIONAL DIRECTORY OF MEDIA CENTER PERSONNEL

The following sample *Regional Directory of Media Center Personnel*, with instructions, is subject to revision by your region and should not be used. Early in the school year, your regional media coordinator will send a directory form which can be completed quickly and easily. From this information, a directory of media center personnel will be prepared and distributed to all schools within the region. The information is also useful in establishing staffing priorities and identifying concerns for program improvement and assistance.

* * *

REGIONAL DIRECTORY OF MEDIA CENTER PERSONNEL - INSTRUCTIONS

Your regional media coordinator is compiling a directory of the regional media center personnel. A directory of media center personnel will be prepared and distributed to all schools in the region. The data you provide will assist us in establishing staffing priorities and identifying concerns for program improvement and assistance. PLEASE RETAIN ONE COPY FOR THE SCHOOL MEDIA CENTER FILE AND RETURN THE ORIGINAL TO YOUR REGIONAL MEDIA COORDINATOR.

PHONE NUMBERS. Please provide the phone number nearest to or most convenient for the media center personnel.

ADDRESSES. Most mail will be sent through APO/FPO channels. However, the local mailing address may be needed to send urgent materials.

MEDIA CENTER STAFF. Please provide the name(s) of the media center staff. Identify each person's classification category and show the grades of LN (Local National) and GS (General Schedule) personnel.

FULL-TIME & PART-TIME PERSONNEL. Show full-time personnel under *FT*. Show part-time personnel in number of hours per week devoted to the media program under *PT*.

SOCIAL SECURITY NUMBER. The social security numbers will be essential if the regional office has to prepare TDY travel orders for an in-service activity. (Note to Regional Offices: If SSN is required, a privacy act notice must be attached to the form. Under no circumstances will SSN's appear in the directory.)

MEDIA CENTER FACILITIES. The seating capacity does not necessarily mean the number of seats in the center on a day-to-day basis, but the number of students the center can accommodate at one time in a variety of activities.

PRIORITIES/CONCERNS. In what ways can the regional media coordinator assist you this year?

NEW PERSONNEL. Indicate if you are new to the school and/or DoDDS. If so, please tell us where you were located last year.

SIGN THE REPORT. Return the completed form to your regional media coordinator as soon as possible.

REGIONAL DIRECTORY OF MEDIA CENTER PERSONNEL FOR SY ____

School _____

Phone (Mil) _____

(Civ) _____

School Code No. _____ Grades ____ through ____ Enrollment _____

APO/FPO Address: _____

Local Address: _____

MEDIA STAFF	PL	GS	LN	Grade	Name	FT	PT	Soc. Sec. No.
Specialist								
Aide/Clerk								
Technician								
Other								

MEDIA CENTER FACILITIES

Number of Square Feet: _____

Seating Capacity: _____

If center has space in more than one location, describe location & sizes.

_____

_____

_____

_____

PRIORITIES/CONCERNS

_____

_____

_____

_____

ARE YOU NEW TO THIS SCHOOL AND/OR TO DoDDS? ____Yes ____No

If yes, where were you last year and what position did you hold?

_____

_____ _____

Signature Date

A. MEDIA CENTER ORIENTATION

Introduce students and teachers to the media center through an orientation program at the beginning of the school year. Students who arrive during the school year should be provided with a media center orientation as soon as possible after their arrival. Use your trained student aides to assist in orientations. Talks, tours, audiovisual presentations, and school-prepared brochures are suggested means of communicating your media center's program to the staff and students.

B. MEDIA SKILLS DEVELOPMENT

Refer to the STUDENT OBJECTIVES section of DS Manual 2930.1, *A is for Apple: Educational Media Program Functions and Student Objectives*, for guidance in developing a media skills program that assesses student abilities, provides training, and evaluates proficiency.

There are five general student objectives in the manual which are followed by program objectives and examples of instructional objectives. Suggested entry and proficiency levels are also illustrated. The five objective statements begin with the phrase, THE LEARNER SHOULD:

1. Understand the organization of the media center and commonly accepted procedures governing its use.

2. Understand the types of materials and equipment in the media center.

3. Select and utilize appropriate media center resources.

4. Select, produce, and evaluate an original project.

5. Develop a life-long appreciation for various modes of communication.

Correlate the media center instructional program as fully as possible with the school's philosophy and the instructional objectives developed in the various curriculum areas.

C. SCHEDULING

An open media center is available to all students and teachers throughout the school day. Some schools have media centers which are open during evenings for programs involving students and parents. When staffing permits, other media centers service their communities during summer periods.

Most instruction is individualized or centered around small group activities which reinforce and relate to classroom projects. While this approach makes instruction more meaningful and practical to the students, it requires close cooperation and planning between the teachers and the media specialist.

D. IN-SERVICE GUIDELINES

The media specialist is often called upon to conduct in-service programs on various topics dealing with educational media or the media center program. The following points are provided to assist you in organizing a presentation.

- Analyze your audience.
- State the objectives of your presentation.
- Plan and prepare the major parts of your presentation in advance.
- Organize your information in sequence and select your medium or media.
- Critique yourself following the presentation and revise it where necessary.

A. MEDIA CENTER OBJECTIVES- NO EASY TASK

THE MEDIA CENTER SUPPORTS AND ENRICHES THE EDUCATIONAL PROGRAM OF THE SCHOOL THROUGH SERVICE TO THE STUDENTS, FACULTY, ADMINISTRATION, AND THE COMMUNITY WITH AN EXTENSIVE, BALANCED, RELEVANT COLLECTION OF PRINT AND NON-PRINT MATERIALS. THE COLLECTION IS READILY ACCESSIBLE TO THE USERS THROUGH THE ARRANGEMENT AND ORGANIZATION OF RESOURCES AND SERVICES, AND FLEXIBLE OPERATIONAL PROCEDURES.

The transition of traditional school libraries to school media centers during the recent decades represents much more than changing the sign at the entrance. The *Media Center* concept (or to some, *Library Media Center* concept) is continually changing in terms of facilities, personnel, program offerings, collections, financial support, and administrative functions. The sometimes distorted image of the stern, card-stamping custodian of books operating in hushed silence has long passed. Also rapidly fading is the image that this area of the school is a comfortable oasis to deposit a class for weekly activities while the teacher corrects papers, prepares lesson plans, or pursues other projects requiring attention.

Anyone who scans the contents of this handbook can readily observe that meeting the objectives stated above is no easy task. Small schools without professional media specialists and larger schools with limited staff are especially aware of this challenge. There is an old adage, *There is no task too small, no mountain too high.* True! However, the extent to which the media specialist meets the objectives as stated depends upon the adequacy of staffing, logistical support, budget, facilities, administrative endorsement, and the media specialist's personal view of the job to be done.

In addition to providing selection, acquisition, storage, circulation, production, and instructional services, the school media specialist has a major task in coordinating and administering the program.

B. SUGGESTED STAFF FUNCTIONS

1. School Media Specialist

The suggested functions of the school media specialist are described in detail in DS Manual 2930.1, *A is for Apple: Educational Media Program Functions and Student Objectives*. The four major functions are listed in the Introduction to this handbook and serve as the themes for the first four sections of the handbook.

The fourth major function, coordination and administration of the school media center program, includes:

- Participating in the planning, development, and implementation of the instructional program.
- Sharing in the formulation of school policy and procedures as they relate to the media program.
- Directing, organizing, supervising, and evaluating media resources and facilities.
- Formulating a public relations program that communicates the media center program.

2. School Media Clerk

The school media clerk works under the direct supervision of the school media specialist who provides detailed assignments and instruction on a continuing basis.

- Prepares, processes, and receives orders.
- Processes materials and maintains records, inventories, and bookkeeping accounts.
- Types correspondence, reports, & bibliographies.
- Locates and retrieves materials and equipment for users and assists them in their use.
- Assists in the production of materials, such as tapes and transparencies.
- Assists in the operation and simple maintenance of equipment.
- Repairs print and non-print materials.

- Shelves, files, and duplicates materials.
- Checks lists and bibliographies to determine the availability of resources.
- Performs circulation tasks: charging, discharging, reserving, booking, and delivering of materials and equipment.
- Responds to inquiries from students and faculty.
- Assists with the media center instructional program.
- Recommends materials and supplies needed.

3. School Media Aide

The school media aide works under the direct supervision of the school media specialist. An aide may be an adult volunteer, a paid staff member, or a student volunteer.

- Performs circulation tasks: charging, discharging, reserving, booking, and delivering of materials and equipment.
- Repairs print and non-print materials.
- Assists in the production of materials, such as tapes, transparencies, and bulletin boards.
- Shelves, files, and duplicates materials.
- Locates and retrieves materials and equipment for users.
- Assists in media center orientation or such activities as story time.
- Types catalog cards and otherwise assists in processing materials.

4. School Media Technician

The school media technician works alone in a media center under the general supervision of the principal or a media specialist. He/she assumes many of the responsibilities normally handled by the media specialist, but obtains advice and assistance from a cooperating or consulting media specialist. The school media technician would assume some, but not necessarily all, of the following functions.

- o Assists in the technical processing of information and materials, performing such tasks as bibliographic searching and processing materials.
- o Produces graphic and display materials such as transparencies, posters, charts, displays, and exhibits.
- o Performs photographic production work such as still and motion picture photography. Develops black and white film.
- o Provides instruction in the operation and use of equipment.
- o Prepares, processes, and receives orders through regional ordering procedures, using recommended sources.
- o Processes received materials in readiness for circulation.
- o Maintains records, inventories, and bookkeeping accounts.
- o Types correspondence, reports, and bibliographies.
- o Locates and retrieves materials and equipment for users and assists them in utilizing these resources.
- o Assists in the production of materials, such as tapes, models, and transparencies.
- o Assists in the operation and minor repairs of equipment, and in the repair and maintenance of materials.
- o Shelves, files, and duplicates materials.
- o Checks lists and bibliographies to determine the availability of materials.
- o Performs circulation tasks: charging, discharging, reserving, booking, and delivering of materials and equipment.
- o Assists with the instruction of the use of media center materials and resources.

C. DoDDS MEDIA CENTER STAFFING GOALS

The following long-range goals are established for staffing of media center personnel in DoD Dependents Schools. At the publication date of this handbook, funds have not been programmed to meet these goals. The extent to which these staffing goals are eventually reached will depend entirely on the availability of DoDDS funds in future years.

School Enrollment	Media Specialist	Media Technician	Media Clerk
to 124	0	1	0
125 - 749	1	0	1
750 - 999	2	0	1
1000 or more	2	0	2

D. DoDDS BUDGET GOALS FOR MEDIA CENTERS

The availability of funds to support the DoDDS media program is determined annually by the overall level of Congressional funding for DoDDS and the various priorities established by each of the regions and individual schools for all curriculum programs and support services. In addition, under the Five-Year Curriculum Development Plan, DoDDS implementation funds are programmed once every five years for each region to underwrite procurement costs to initiate new programs and renew or replace media program hardware and software systems.

A suggested basic goal for minimum media center program maintenance is ONE PER CENT (1%) OF THE AVERAGE PER PUPIL INSTRUCTIONAL COST. An approximation of the average per pupil cost for any school year would be the annually-revised tuition fee charged by DoDDS to non-DoD sponsors who enroll their children in dependents schools. The major share of the budget should be reserved for schools and a smaller portion set aside for regional media center support services.

As this handbook is prepared for final publication, the most recent data available on national media expenditures by public schools with media centers is contained in the Fall, 1978 publication, *Statistics of Public School Media Centers*, by Lance Hodes and Robert Heintze, a National Center for Educational Statistics survey for the U.S. Department of Education. The national average expenditure at that time was $34.12, a figure that has likely increased due to inflationary factors.

For example, if the annual per pupil cost (or DoDDS tution fee charge) were $3,600, a suggested minimum funding goal would be as follows for school media centers and regional support services. One per cent (1%) of the average per pupil cost in this case would be $36.00 to be programmed in the following categories:

1. ALLOCATIONS FOR SCHOOL MEDIA CENTERS

Print & Non-Print Materials

It is recommended that one-half (50%) of the budget ($18.00 per pupil or $1,000 per school, whichever is greater) be allocated for books, audiovisual media, microforms, encyclopedia, and periodicals.

Audiovisual Hardware

It is recommended that one-third (33.33%) of the budget ($12.00 per pupil or $1,500 per school, whichever is greater) be allocated for new and replacement audiovisual hardware.

Expendable Supplies

It is recommended that expendable supplies be coordinated within the school budget, with a minimum of $200 allocated.

Furniture Items

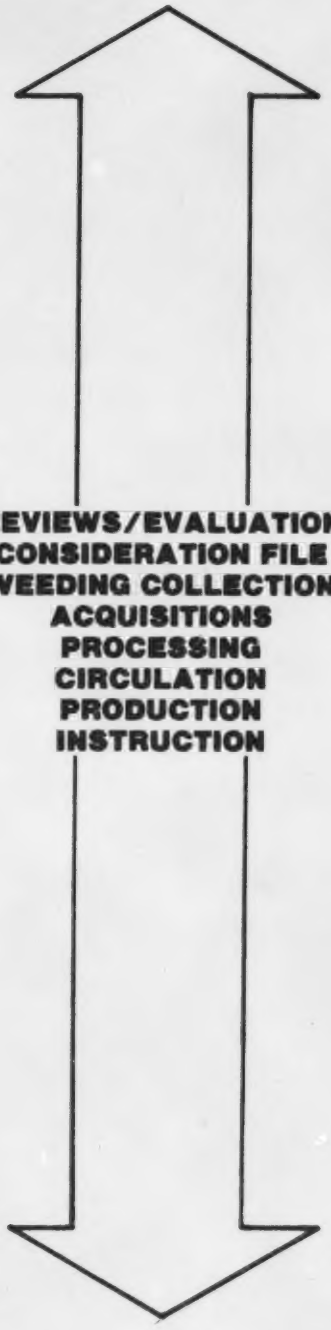
It is recommended that media center furnishing needs be submitted in priority orders for consideration within the school budget.

2. ALLOCATION FOR REGIONAL MEDIA CENTER SUPPORT SERVICES

It is recommended that one-sixth (16.67%) of the budget ($6.00 per pupil) be allocated for films, videotapes, production supplies, and equipment to support school programs.

E. MEDIA CENTER PLANNING TIME LINE

AUGUST	ORIENTATIONS
SEPTEMBER	ORIENTATIONS
OCTOBER	
NOVEMBER	PREPARE ORDERS BOOKS PERIODICALS MICROFORM NON-PRINT EQUIPMENT SUPPLIES
DECEMBER	FURNISHINGS
JANUARY	
FEBRUARY	
MARCH	
APRIL	
MAY	BEGIN INVENTORY
JUNE	END INVENTORY SEND ANNUAL REPORT



F. PUBLIC RELATIONS

There are a variety of ways to get the word to the users that your media center is alive and well, is chock-full of old, new, and exciting resources, and is staffed by people who are eager to make all the facilities and services available to students, staff, and members of the community. Consider some or any of the following means of communication:

DISPLAYS, BULLETIN BOARDS, and POSTERS

A STUDENT-MADE FILM or VIDEOTAPE PRODUCTION

A SOUND-SLIDE ORIENTATION

A SERIES OF OVERHEAD TRANSPARENCIES

A PROGRESS REPORT TO THE FACULTY

NEWS RELEASES and INFORMATION SHEETS

MEDIA CENTER BOOKLET TO EVERY STUDENT and TEACHER

CLASSROOM VISITS

PERSONAL CONTACTS WITH USERS

ANNOUNCEMENTS ON THE SCHOOL PUBLIC ADDRESS SYSTEM

SPECIAL SEASONAL BIBLIOGRAPHIES

STAFF MEETINGS

PARENT-TEACHER ORGANIZATION MEETINGS

OPEN HOUSE FOR STUDENTS, TEACHERS, and PARENTS

INVITATIONS TO MILITARY INSTALLATION PERSONNEL

SPECIAL EXHIBITS

MEDIA FESTIVAL

VALENTINES and CHRISTMAS CARDS

CONTESTS WITH PRIZES

REVOLVING STUDENT and FACULTY ART EXHIBITS

MAKING THE CENTER AVAILABLE FOR MEETINGS

CREATING A WARM, COLORFUL, INVITING ENVIRONMENT

.... and patience, diligence, humor, and love.

G. MEDIA CENTER FACILITIES

1. GUIDING PRINCIPLES FOR FACILITIES

A. School design must include a media center and classroom areas that provide for optimum media utilization.

B. The school media specialist and regional media coordinator are responsible for participating in the design of new school facilities and evaluating existing facilities as they relate to media programs.

C. Media facilities should be functional, attractive in appearance, provide for maximum user access, and be flexible enough to adapt to changing technologies and patterns of use.

2. ACOUSTICAL CONTROL

A suggested standard for DoDDS media centers is to provide acoustically treated ceilings, carpeted floors, and where needed, curtains. Such materials reduce noise resulting from various learning activities within the center.

3. VENTILATION

Air ducts, exhaust fans, and windows which will open are necessary throughout the facility. The recommended standard for air exchange is 15 cubic feet per pupil per minute, with proper room temperature and humidity maintained.

4. LIGHT CONTROL

A. The use of fire-resistant opaque drapes and blinds and/or blackout curtains to control external sources of light is essential for viewing of projected images. Color slides and film require greater light exclusion than black and white images.

B. In estimating requirements for drapes, add 50% of additional material to the width of the window area.

C. The light control system should be capable of excluding light to only 1/10th of a foot candle of illumination registered on the projection screen.

5. ELECTRICAL POWER

A. 2000-watt capacity grounded outlets are recommended.

B. Receptacles should be spaced every 4 feet in processing and production areas and every 8 to 10 feet in all other areas. They should be installed on walls and elevated 4 feet from the floor.

C. Floor receptacles are recommended in areas with large floor spans.

D. Consider installation of electrical outlets which extend from ceiling grids rather than from the floor.

6. SPECIAL LEARNING AREAS

Adequate space is required for viewing, listening, reading, conferences, and production in addition to storage and administration areas.

7. PRODUCTION AREAS

A. A local production area should be included in or adjacent to the media center to provide teachers and students with convenient space for local production of instructional materials: transparency production, filmstrip and 35mm slide production, dry mounting and laminating equipment, graphic production work table, duplicating devices, book binding, and typing space.

B. The suggested minimum space allocation for the production area is 800 square feet. The area should be sound-proofed with acoustically treated walls and ceilings. Grounded electrical outlets should be provided in sufficient numbers and locations to support the activities.

8. STORAGE AREAS

A. The area must adequately protect equipment from unauthorized use.

B. The area should be convenient to corridors or traffic areas leading to classrooms and adjacent to, but separate from, the processing area.

C. Provide sturdy storage shelves, cupboards and bins for equipment and materials and racks for storage of screens, maps, or other hard-to-store items.

D. A work bench will be essential to perform preventative maintenance and minor repairs.

E. Humidity and ventilation controls should be provided.

9. OFFICE SPACE AND PLANNING AREAS

A. This space is necessary for acquistion and clerical functions, in addition to staff meetings or small group discussions, if needed.

B. Consider the following factors: placement close to the center of operations, provision for privacy, adequate illumination and ventilation, visual contact with media center users, and sufficient space for conference tables, desks, files, shelving, and typewriters.

10. SPACE ALLOCATIONS

The following recommendations for space allocations are based on standards established for media centers by professional organizations and apply to schools with 1,000 or fewer students. The recommendations may be adjusted to different enrollments. The following are suggested square footage allocations and should not be totaled as a basis for overall area recommendations.

AREA	CONSIDERATIONS	ALLOCATIONS
Circulation (displays, card catalog, indices, charging)	Near main entrance, production area, & equipment storage area	800 square feet
Reading, Browsing, Listening, and Viewing	Reference area near catalog & periodical indices. Magazines near periodical indices.	15-30% of enrollment @ 40 sq. ft. per student
Small Group Listening & Viewing	Several areas may be required.	150 square feet minimum area
Administrative & Conference Areas	Locate in a quiet area of the center. Consider use of moveable walls.	350 square feet minimum area
Processing and Production Areas	May vary according to size of school	15-30% of enrollment @ 7 sq. ft. per student
Equipment Storage and Distribution	Locate near corridor and elevator	300-400 sq. ft.
Professional Collection for Faculty	Consider location in teachers' lounge	15-30% of enrollment @ 4 sq. ft. per student
Magazine and Newspaper Storage	Locate near periodical indices & microform readers.	15-30% of enrollment @ 5 sq. ft. per student

11. OTHER AREAS TO CONSIDER

- o Telephone
- o Restrooms
- o Sink with Hot Water
- o Elevator or Dumb Waiter
- o Microcomputer Area
- o TV Production Studio

GLOSSARY

ADDED COPY - A copy other than the first title. Designate on each pocket and circulation card *C.1*, *C.2*, etc. (*C.1* is your first copy of the title.) The sheif list card should also reflect the *C.1*, *C.2* information.

ADDED ENTRY CARD - A catalog card made in addition to the main entry card for an item in the collection. It could be a subject entry card, a title entry card, a series entry card, etc.

AECT - Association for Educational Communications and Technology

AIDE - A student or adult volunteer or paid staff member who assists in the media center.

ALA - American Library Association

AMPLIFIER - An electrical reproduction component which amplifies sound impulses coming from a film sound track, microphone, record player, or tape player.

APERTURE - The frame or picture size opening in the projector aperture plate which permits the light to strike the film and project the image through the lens.

ART PRINT - Reproduction of an art original, such as *The Renaissance Boy* by Pablo Picasso.

AUDIOCASSETTE - See AUDIOTAPE.

AUDIOTAPE - A strip of magnetic tape on one side of which electrical signals are recorded which can be converted to reproduce sound. The most common size in schools is .15 in. (in cassettes) and ¼ inch (on reels).

AUTHOR ENTRY CARD - A card in the card catalog with the author of the material on the top line. See MAIN ENTRY CARD.

AV - Audiovisual, sometimes spelled audio-visual. A term identifying non-print hardware and software items.

BETAMAX - Videocassette tape format, ½ inch wide. Not compatible with the ½ inch wide VHS format.

BIBLIOGRAPHY - A list of materials usually related to a specific author or subject. Used to inform teachers and students as to what the media center owns on a specific subject.

BOOK CARD - The card which is kept in a book pocket of the book to be circulated. The student checking out the book signs his/her name and identifying number (e.g., homeroom number) on this card which is kept in the circulation file until the book is returned.

BOOK JACKET - The paper cover which accompanies most new books, sometimes called a dust jacket. During processing, a protective plastic jacket should be applied to the book.

BOOK POCKET - A paper pocket pasted in the book or on any software item to hold the circulation card.

BOOKS IN PRINT - An annual publication by the R.R. Bowker Company which lists by author, title, and subject all books in print at that specific time.

BORROWER'S FILE - See READER'S FILE.

CALL NUMBER - A combination of the Dewey Decimal classification number and the first three letters of the author's last name. The call number is used as the identification number for each item in the media center. It appears on the pocket, book card, and all catalog cards. The call number also appears on the spine of the book and on the software item.

CARD CATALOG - An alphabetical file of cards which serves as an index to the print and non-print materials in the media center.

CARREL - A study station designed to facilitate independent study and minimize distraction. STUDY CARREL is another name for this unit. They may be termed *wet* (with electrical outlets) or *dry* (without power).

CASSETTE - See AUDIOTAPE.

CASSETTE TAPE RECORDER - A device which can record and play back sound on audiotape in a cassette format.

CATALOG CARD - Any card typed or printed for the card catalog. The card may be an author entry card, title entry card, or a subject entry card. Catalog cards are either typed at the media center or accompany processed books or software.

CHART - A combination of pictorial, graphic, numerical, or verbal materials which together are intended to present clear visual summaries of important processes or relationships.

CIRCULATION CARD - See BOOK CARD.

CIRCULATION DESK - A specific area in the media center from which all items are checked out.

CIRCULATION FILE - A file of cards for all materials checked out from the media center at a specific time.

CLASSIFICATION NUMBER - The Dewey Decimal number assigned to the material which denotes the subject of the material.

CLASSIFYING - The process of assigning Dewey Decimal numbers to the books or software items prior to cataloging them.

CLOSED CIRCUIT - A system of transmitting television signals to receiving equipment directly linked to the originating equipment by coaxial cable, microwave, or telephone lines.

COMPUTER - An automatic electronic device capable of accepting information, applying prescribed processes to that information, and supplying the results of these processes. It usually consists of input and output devices, storage, arithmetic, as well as logic units and a control unit.

COMPUTER PROGRAMS - Programs designed specifically for computers.

CONSIDERATION FILE - A file kept on 3x5 cards in the media center identifying materials to be considered for possible purchase for the collection, as recommended by teachers, students, or selection resources.

COPY STAND - A special support device allowing a camera or other optical device to be placed firmly but closely to the object to be photographed or copied.

CROSS-REFERENCE - A reference from one part of a book, catalog, index, etc. guiding the user to another part for additional information.

DATA PROCESSING - The preparation of data from source media, which are the basic elements of information, and the handling of such data to accomplish such operations as classifying, sorting, calculating, summarizing, and recording. The production of records and reports by computer.

DATE DUE SLIP - A form pasted or otherwise attached to the media center material. When the material is checked out, the date the item is to be returned to the media center is stamped on this slip.

DEWEY DECIMAL CLASSIFICATION - A classification system established by Melvil Dewey on which knowledge is divided into ten major groups by subject and then further subdivided. The assigned Dewey number of nonfiction material is the first line of the call number.

DIAL ACCESS - A system whereby students are able to select and receive stored programs from a source which is at a location other than that of the receiver.

DICTIONARY CARD CATALOG - A card catalog in which all author, subject, and title cards are arranged in one alphabetical sequence. This is in contrast to a DIVIDED CARD CATALOG.

DRY MOUNT PRESS - An electrically heated press which supplies heat and pressure for mounting and/or laminating flat graphic and photographic materials.

DUPLICATE COPY - See ADDED COPY.

EFP - Electronic Field Production

ENG - Electronic News Gathering

ENTRY - Record of any item in the card catalog.

ERIC - Educational Resources Information Center

EXCITER LAMP - A small lamp which concentrates a beam of light on to the visual soundtrack of the film as it passes through a 16mm projector, changing the light impulses into sound.

FILM GATE - The film window in a 16mm projector by which all film frames pass. It should be cleaned periodically for a clear picture.

FILMLOOP - An 8mm film spliced into a loop for continuous playing without rewinding.

FILMSTRIP - A 35mm strip of film which presents a sequence of related still projected pictures in color or black and white.

FILMSTRIP VIEWER - A unit designed for individual or small group viewing of a backlighted image of the filmstrip frames with the aid of magnification.

FRAME - A single picture of a series of motion pictures or filmstrip sequence.

GAME - A form of competition which employs instructional strategies.

GLOBE - A scale model representation of the earth mounted on its axis.

GLOSSARY - A list of technical or unusual words used in a book or document.

GOVERNMENT DOCUMENT - Any publication by the federal government. These documents may be ordered from the Supt. of Documents, Government Printing Office, Washington, DC 20402.

GPO - Government Printing Office (See address above).

GUIDE CARD - A card in the card catalog with an attached or projecting piece slightly higher than the other cards indicating the subjects or alphabet filed behind it. Also called subject guide card or alphabet guide card.

HARDWARE - Audiovisual equipment such as record players, sound projectors, tape recorders, and overhead projectors.

HEADPHONE - A device placed over the ears to deliver a signal from an audio source to a listener.

HEADSET - See HEADPHONE.

IMPRINT - The publisher's name and the date of publication imprinted on a book.

INDEX - An alphabetical list of topics indicating their place in a book or an alphabetical list of subjects located in various sources.

INVENTORY - An annual check and count of the media center collection against the shelf list cards. This is completed in order to discover missing or misplaced materials.

INVOICE - Listing of materials shipped to the purchaser showing prices, discounts, quantities, and shipping charges.

ISBN - International Standard Book Number. Ten-digit number available for all books listed in BOOKS IN PRINT. This number can be used when ordering books by computer.

JOBBER - A wholesale merchant or company which handles the products of many producers and publishers. Baker and Taylor, Brodart, Key Book Service and EBSCO are examples of jobbers.

KIT - Combination of two or more media packaged in one unit.

LAMINATING - The process by which a durable, transparent surface is applied by either a hot press or non-heat technique.

LC - Library of Congress

LEADER - Several feet of the feed end of a 16mm or 8mm film which is used in threading the film into the projector.

LISTENING STATION - A multiple headphone center which enables several individuals to listen to the same audio source.

MAIN ENTRY CARD - The basic catalog card, usually the author entry, providing all the information necessary for the complete identification of a work.

MEDIA - All visual or audio forms of communication and the equipment necessary to transmit that information.

MEDIA CENTER - An area in the school where all resources -- print, non-print, and hardware -- are centrally located, indexed, and circulated.

MEDIA SPECIALIST - An individual with broad professional preparation in educational media who makes instructional decisions and meets teacher and administrative requirements. Specialization my be categorized into instructional level, curriculum area, media, and service.

MEDIA TECHNICIAN - A staff member trained in all clerical aspects of media with special competencies in one or more of the following: graphics and/or information and materials processing, photographic production, and/or equipment operation.

MICROFICHE - A microfilm in sheet form on which greatly reduced images of many pages are reproduced.

MICROFILM - A roll of film, usually 35mm and on 100 ft. reels, each frame reproducing a partial or entire page of an original printed text. Available in open spools or cartridges.

MICROFORM - Any materials, film, or paper, printed or photographic, containing microimages which are units of information, such as a page of text or drawing too small to be viewed without magnification. It is available in several formats: microfilm, microfiche, & microcard.

MODEL - A three-dimensional representation of an object.

NCA - The North Central Association of Colleges and Schools. (The NCA Commission accredits all Department of Defense Dependents Schools.)

NON-PRINT - Materials such as recordings, films, slides, videotapes, and realia.

OPAQUE PROJECTOR - A projector which projects opaque, non-transparent materials such as art reproductions, student papers, and pages of books.

ORDER CARD - A 3x5 card giving all necessary purchasing information about an item. The media center order is typed directly from the cards.

OVERDUE - Borrowed materials not returned on or before the due date.

PERIODICAL - A magazine, newspaper, journal or other work that is published at regular time intervals.

PLASTIC JACKET - A transparent book jacket made of mylar or acetate which is applied to the book jacket of a book to provide protection.

POSTING - The procedure of listing the books on the READER'S CARD. Entries may be made by author for fiction or by call number for other books. Books are also listed by the date each title is due.

PRINT - A term used to describe materials such as books, newspapers, periodicals, and pamphlets.

PROCESSING - Procedure by which new material is physically prepared for addition to the media center's collection, which includes cataloging, stamping, and lettering.

PROGRAMMER/MULTI-IMAGE DEVICE - A multi-channel, multi-functional device used with other AV hardware to perform various pre-programmed, synchronized functions. It controls projectors and dissolve units, and can be set to operate motorized screens, turn room lights on and off, etc.

READER'S CARD - A card prepared for each student with an identifying number, such as the homeroom number, on which all items checked out by the student are posted. By means of this card, the media specialist can immediately determine the number and type of items the student has checked out at any time.

READER'S FILE - An alphabetical file of student borrowers' cards.

READER'S GUIDE TO PERIODICAL LITERATURE - A subject and author index to periodicals in general fields. Published by H.W. Wilson Co.

REALIA - Real objects such as games and globes that provide hands-on learning activities.

REFERENCE BOOK - A book for use in locating facts rather than for general reading from cover to cover. If circulated, the loan period should be for an overnight or one-day use period.

RENEW - To extend the length of time materials may be borrowed.

RESERVE BOOK - A book placed in a special location in the media center for use by a specific class or for a specific project, usually for a limited period of time. Circulation is usually limited to overnight or one-day use.

RESERVING PROCESS - The process of requesting an item that is currently checked out by another user. When the item is returned, the requester is notified that the item is available.

RESOURCES - Print and non-print materials and hardware housed in the media center to support the school curriculum.

RTC - Requirements Type Contract. This is a prearranged yearly contract which permits the DD Form 1149 to go directly to the jobber.

SEARS LIST OF SUBJECT HEADINGS - An alphabetical listing of subjects used to assign subject headings to catalog cards and the vertical file.

SERIES - Separate works related to one another in a subject. Usually issued by the same publisher in uniform style, such as the Time-Life Series.

SHELF LIST - An index of catalog cards (not the card catalog) containing a record of the materials in the media center. It is arranged by call number in the same manner as materials are housed on the shelves and is used as an inventory instrument.

SHELF-READING - Routine of checking the shelves to make certain that the materials are in the proper order. The materials on the shelves should match the order of the cards in the shelf list.

SHELVE - To return materials to their designated storage areas.

SLIDE - A single, small picture on film, mounted for use with a slide viewer or projector.

SLOT-THREADING PROJECTOR - A projector threaded by placing the film in an open slot, and then operating one control to adjust the mechanism.

SNAG - A case when there is an item for which no card can be found in the circulation tray or a card for which no item can be found.

SOFTWARE - Printed, recorded, or blank materials used in conjunction with equipment or HARDWARE. Examples are: filmstrips, audiotapes, videotapes, and magnetic-striped cards.

SOUND FILMSTRIP - A filmstrip with an accompanying audiotape or disc recording.

SOUND FILMSTRIP PROJECTOR - A filmstrip projector with an accompanying or built-in source of sound, such as a record player or tape recorder/player.

SOUND SLIDE PROJECTOR - A slide projector with an accompanying or built-in source of sound, such as a record player or tape recorder/player.

SPINE - The part of the book which covers the binding and holds the front and back covers together, and the area where the call number is placed.

SPLICE - The joining of two pieces of film or tape, using special equipment, with cement or self-adhesive tape.

SPROCKET - The toothed wheels on a film or filmstrip projector which engage the film or filmstrip sprocket holes and guide or pull the film through the projector.

STUDY PRINT - A picture or illustration which deals with a specific subject, often with printed text.

SUBJECT ENTRY CARD - A card in the card catalog which has the subject of the title typed on the top line in capital letters. A title may have more than one subject.

SUBJECT HEADING - A word or words used to indicate the subject of the item. A source for subject headings is *SEARS LIST OF SUBJECT HEADINGS*.

SYNCHRONIZER/MULTI-IMAGE DEVICE - A single-function device which together with a playback audiotape recorder operates other equipment, such as signaling a slide projector to advance to the next slide.

TACKING IRON - A metal tool shaped like a small iron used to temporarily attach (or tack) clear film material to flat material prior to placement in a dry mount press.

TAKE-UP REEL - A reel used on a motion picture projector or a reel-to-reel tape recorder to collect the film or tape as it plays through the machine.

TAPE - See AUDIOTAPE or VIDEOTAPE.

TAPE RECORDING - A magnetic tape on which sound is recorded.

TEACHING AIDS AND CURRICULUM MATERIALS - Supplementary materials which correlate with subjects taught in the curriculum.

THERMOCOPY - A term describing a machine which uses heat to perform the process of duplicating or transferring images on to paper sheets or film sheets for use with overhead projectors.

TITLE ENTRY CARD - A card in the card catalog with the title of the material on the top line. The first letter of the first word and proper nouns are the only letters capitalized.

TRACINGS - Subject heading, series, etc., listed at the bottom of the main entry card indicating additional headings made for the same work. When pulling cards from the card catalog, pull all the added entry cards.

TRANSPARENCY - An image imprinted on a transparent sheet, 10"x10" in diameter, intended for use with an overhead projector.

U-MATIC - Videocassette tape format, 3/4", using the U-load system.

USER - Any individual utilizing the media center, including students, staff, and community members.

VENDOR - A company or its representative selling media center products.

VERSO - The reverse side of the title page of the book.

VERTICAL FILE - A collection of pamphlets, clippings, brochures, and illustrated materials arranged alphabetically by subject in a file cabinet.

VHS - Video Home System, Videocassette tape format, ½".

VIDEOTAPE RECORDING SYSTEM - (VTR) System consisting of the following components:

Video Camera - A device which converts visual images into electrical signals which can be recorded and/or viewed on a television monitor or receiver.

Videotape - A magnetic tape on which video and audio signals are recorded for television use. The most common sizes for instructional use are ½" and 3/4".

Videotape Player - A device which can reproduce sound and pictures from a videotape on to a television monitor or receiver. It is a playback unit only.

Videotape Recorder - A device which can record images and sound on videotape and which can play back the videotape for viewing on a television monitor or receiver.

WEEDING - Examination and removal of materials which are no longer usable in the media center collection.

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ABC Schwann Publications
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Center for Applied Research in Education
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T.S. Denison and Company
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Educational Film Library Association
43 West 61st Street
New York, NY 10023

Educators Progress Service
Randolph, Wisconsin 53956

Film News Company
250 West 57th Street
New York, NY 10019

Free & Inexpensive Learning Matls.
Div. of Surveys & Field Services
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Gaylord Professional Publications
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Kirkus Reviews
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